DOCUMENT RESUME

ED 274 827 CE 045 201

TITLE	Annotated Catalog of Bilingual Vocational Training Materials.
INSTITUTION	Americas Corp., Berkeley, CA.; Miranda (L.) and Associates, Bethesda, Md.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Oct 86
CONTRACT	300-85-0193
NOTE	181p.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Agricultural Education; *Allied Health Occupations Education; Annotated Bibliographies; *Bilingual Education; Computer Science; English (Second Language); *Instructional Materials; Legal Education (Professions); Occupational Home Economics; *Office Occupations Education; Secondary Education; Technical Education; *Trade and Industrial Education; Vocational Education; Vocational English (Second Language); Word Processing

ABSTRACT

This catalog contains annotations for 170 bilingual vocational training materials. Most of the materials are written in English, but materials written in 13 source languages and directed toward speakers of 17 target languages are provided. Annotations are provided for the following different types of documents: administrative, assessment and testing, instructional, evaluation, intake/orientation, job counseling, outreach, staff development, and supportive service. Included among the 57 skills and occupational areas addressed in the various materials are the following: accounting, agricultural production, auto mechanics, banking/finance, barbering, building maintenance, central supply, cooking, computer programming, construction, cooling/refrigeration, cosmetology, crop production, dental assisting, drafting, electrical occupations, emergency medical services, food production, food service, graphic arts, health occupations, legal assisting, machine tool operation, manufacturing, mathematics, meat cutting, shipping and receiving, small engine repair, surveying and mapmaking, typing, vocational English as a second language, welding, and word processing. The guide also includes a brief description of the project for which the annotations were compiled; a matrix depicting the materials collected during the project; a list of members of the National Network for Curriculum Coordination in Vocational and Technical Education; lists of clearinghouses and publishers from which the materials may be obtained; and indexes organized according to skills training area, document language, type of document, and target audience. (MN)

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ED274827

ANNOTATED CATALOG OF BILINGUAL VOCATIONAL TRAINING MATERIALS

APPENDIX TO THE FINAL REPORT
FOR CONTRACT 300-85-0193

AMERICAS CORPORATION
2730 DWIGHT WAY, SUITE 100
BERKELEY, CALIFORNIA 94704

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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SUBMITTED TO THE

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON D.C.
OCTOBER 1986

CE045201

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Contract No. 300-85-0193
September 1986

PROJECT ABSTRACT

IDENTIFY AND DISSEMINATE
BILINGUAL VOCATIONAL TRAINING MATERIALS

CONTRACT NUMBER: 300-85-0193

CONTRACTOR: Americas Corporation
2730 Dwight Way, Suite 100
Berkeley, CA 94704
(415) 849-8818

SUBCONTRACTOR: Miranda Associates
818 18th Street, NW, Suite 1020
Washington, D.C. 20006
(202) 857-0430

PROJECT DIRECTOR: Rafaela Castro

FUNDING AGENCY: Office of Vocational and Adult Education
U.S. Department of Education
Reporters Building, Room 519
Washington, D.C. 20202

PROJECT OFFICER: Richard F. DiCola
(202) 732-2362

CONTRACT PERIOD: October 1, 1985 - October 31, 1986

This contract was funded under the Bilingual Vocational Materials, Methods and Techniques (BVMMT) program of the Office of Vocational and Adult Education. The project collected and disseminated bilingual vocational training materials generated by the Department of Education's bilingual vocational training program grantees, who have been developing or adapting materials since 1975. The objectives of the contract were: A) To identify and collect bilingual vocational training materials developed or adapted by current and former BVT project grantees, and B) To provide for the dissemination of the materials.

The project activities were: 1) To contact all projects funded since 1975; 2) To locate and collect administrative and instructional materials developed; 3) To review and annotate all materials collected; 4) To provide technical assistance to the projects that needed it, to upgrade materials, if necessary; 5) To produce an annotated bibliography of bilingual vocational training materials; 6) To disseminate the materials through clearinghouses; and 7) To train and assist bilingual vocational training program grantees in the location, development, adaptation, dissemination, and use of bilingual vocational training materials.

A Technical Advisory Group, composed of professional people in the field of bilingual vocational training and adult education, was convened, to advise the contractor on the identification and annotation of the materials, and the development of a technical assistance plan. The members of the Technical Advisory Group were: Robert Foreman, Henry Oyama, Lawrence F.H. Zane, Saul Sibirsky, Bernardo Sandoval, Chui Lim Tsang, and Harpreet Sandhu. Mary Galvan and Max Jobe served as consultants to the project.

ORGANIZATION OF CATALOG

This catalog is divided into the following five sections:

		Page
A.	INTRODUCTION	3

This section provides a description of Bilingual Vocational Training (BVT), a review of the procedures involved in collecting the materials, and an explanation of how to read the bibliographic citations and access the materials from clearinghouses.

B.	CONCEPTUAL MODEL/MATRIX	17

This matrix is a graphic representation of BVT materials collected by this project. It indicates materials collected for specific skills training areas and also reveals the absence of BVT materials for certain areas and for certain target groups.

C.	ANNOTATED BIBLIOGRAPHY	27

This is the main body of this work; a bibliography of annotated bilingual vocational training materials. The citations are organized in numerical order by document code number.

D.	RESOURCES	153

Included in this section is a list of the Curriculum Coordination Centers and the State Liaison Representatives that comprise the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). Also provided are the names of clearinghouses and publishers that make available materials and information about adult education and teaching English as a Second Language.

E.	INDEXES	163

Four indexes provide access to the document code numbers of the bibliographic citations. One index is organized by skills training area, another by the languages of the documents, the third by the type of document, and the fourth by the target groups.

A.

INTRODUCTION

INTRODUCTION

Americas Corporation, under contract with the U.S. Department of Education, has identified, collected, and annotated the bilingual vocational training materials represented in this catalog.

Since 1975 seventy-four federally - sponsored bilingual vocational training projects have provided job skills training to over 10,000 persons of limited English proficiency (LEP). These projects have been successful in terms of job placement, but finding appropriate resources and materials to conduct project activities has been, and continues to be, a problem. Because of this lack of availability of materials, many projects have developed their own excellent resources, and others have innovatively adapted existing materials to suit their local needs. But few of the materials have been submitted to the Department of Education or shared with other project grantees. This catalog is the product of the first systematic attempt to identify and collect materials developed by federally-sponsored bilingual vocational training programs.

Bilingual vocational training (BVT) is a program that uses the native language of the trainee to teach subject matter and vocational skills, while developing the trainee's ability to use and understand English necessary for finding and holding a job. The ultimate purpose of a BVT project is to prepare persons of limited English proficiency to perform adequately in a working environment requiring English language skills.

The term "bilingual vocational training materials" as used in this project, designates materials designed, developed, written, produced, or adapted by federally sponsored BVT projects to carry out any of the following activities:

Outreach and Recruitment
Intake and Orientation
Assessment and Testing
Evaluation, Trainee
Job Counseling, Readiness, and Placement
Job Development
Instructional Materials Development
Supportive Services
Administration
Staff Development and Training

The materials represented in this annotated bibliography were collected from the federally - sponsored projects that responded to the contractor's request for BVT materials. All of the projects funded by the Department of Education since 1975 were contacted by written communication and by telephone calls. They are located throughout the United States, including Guam and Puerto Rico. A total of fifty-two BVT projects contributed one or more documents to this collection effort.

The objectives of this contract did not extend to developing or revising materials. The criteria applied to the materials when considering them for inclusion in this project, were developed with the advice of a Technical Advisory Group. The materials received were in various stages of development and completion. Some had been used by training programs for several years while others were newly designed. Although there were materials submitted that appeared to be sections of larger documents, there was no evaluative assessment made of these or any other materials. The primary consideration when reviewing a document for inclusion in this project, was the amount of work involved in preparing the document for quality reproduction. If the necessary work consisted of light editing, re-typing, and improving legibility, the material was so improved and annotated for this catalog.

During the early years of the federally-sponsored funding of BVT programs, the Department of Education had maintained a depository of bilingual vocational training materials submitted by BVT project grantees. These materials were also reviewed by this contractor and those found appropriate, according to the criteria, were included in this collection project. The bilingual vocational training materials annotated in this catalog, representative of 10 years of ED funded BVT history, have been developed by administrators, teachers, counselors, job developers, and other program staff members.

Materials from this catalog are accessible to anyone through various national curriculum clearinghouses. It is expected that future BVT project grantees as well as other educators interested in bilingual vocational training will be users of this annotated catalog.

This catalog may be utilized to identify types of BVT materials developed and available for specific skills training areas and for various target groups. As newly developed materials are added, the catalog could function as a networking mechanism for current and future BVT grantees to share in curriculum development, successful program strategies, and instructional techniques. It can also serve as a reference source on bilingual vocational training; providing names and addresses of ED-funded BVT projects. It is hoped that this materials collection project will lead to the pooling and sharing of available resources, as well as to an expansion of the supply of bilingual vocational training materials.

To facilitate the production of this annotated catalog, a bibliographic computer database was designed. The bilingual vocational training materials annotations were entered into the database and a computer program generated the matrix, and organized the code numbers of the bibliographic citations and the indexes.

BIBLIOGRAPHIC CITATION

EXAMPLE

1. DOC. NO. 27.G3

2. (NO AUTHOR)

3. Health, Final Exam; Chinese - English

4. Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual

5. Center, 1980

6. This is a bilingual final examination for a health education class and/or a first aid class for Chinese students of limited English-speaking ability. The exam is in two sections, one completely in English and one in Chinese. The English section can be administered to limited English speakers of diverse linguistic and ethnic backgrounds. It can be used by instructors and students in a classroom situation. There are one hundred true or false and multiple choice questions, covering material such as: drug and alcohol abuse, first aid for burns, bone fractures, treatment for frostbite, bandaging techniques, spinal injuries, treatment of drowning victims, treatment of victims of automobile accidents, first aid for shock, treatment of mental and emotional disturbances, the Heimlich Maneuver, heart attacks, mouth to nose ventilation, and several other topics. pp. 22

7. Skills Training: Medical Assisting

8. Target Group: Chinese

9 Language of Doc: Chinese; English

10. Type of Doc: Instructional Materials

11. Format: Test material

12. CCC Location: WE

HOW TO READ BIBLIOGRAPHIC CITATIONS

1. Document Number:

The first two digits of the number comprise the code number of the BVT project that developed the document. A list, by code number, of the contributing BVT projects is available at the end of this section. The projects were assigned a code number according to their position on an alphabetical list of the 74 projects funded since 1975. The second part of the number is an alphabetical letter code that identifies the BVT program activity represented in the document. These program activities are:

A. Outreach and Recruitment
B. Intake and Orientation
C. Assessment and Testing
D. Evaluation, Trainee
E. Job Counseling, Readiness, & Placement
F. Job Development
G. Instructional Materials
H. Supportive Services
I. Administration
J. Staff Development and Training

The third part of the number reflects the numerical order of the documents annotated, within each program activity, for a particular BVT project.

For example:

Doc. No. 27.G3

Foothill-DeAnza College, Sunnyvale, CA (27) submitted a document of instructional materials (G), and this one was the third (3) annotated.

2. Author:

This is the name of the person(s), as identified by the document, principally responsible for the production of the work. In many cases the name of the author is not cited because it was not provided by the developer.

3. Title:

This is the title of the document as identified by the work itself. If the document did not have a title, one was composed that describes the contents of the work or reflects the vocational training area represented by the document.

4. Developer:

The BVT project that produced or published the work is considered the developer. The location and names of the BVT projects that contributed materials are available at the end of this section.

5. Date:

The date indicates the year the work was developed or produced. If the date was unknown, the last year the BVT project was funded is cited as the date.

6. Annotation:

This narrative is a brief description of the contents of the document. The number of pages of the work is also cited.

7. Skills Training:

The terms used to describe skills training areas have been taken from Gerald S. Malitz's A Classification of Instructional Programs, published by the National Center for Education Statistics, 1981. The skills training terms used by the BVT projects were translated into an equivalent term, found in the above work. For instance the following BVT terms on the left became the CIP terms on the right:

Electronic Assembly = Electrical & Electronic Technologies
Machine Operations = Machine Tool Operation/Machine Shop
Nurse Aide = Nursing Assisting
Office Skills = General Office Clerk
Welding = Welding Technology

8. Target Group:

Each BVT training program was developed for a specific ethnic group, or target group. Many projects had more than one training program, or provided training for more than one target group. The target groups reported by the BVT projects are those cited here.

9. Language of Document:

This section identifies the language, or languages, of the document. Most of the materials are in English, but many have sections in a second language. The first language cited indicates it as the primary language of the work; the second language cited indicates that one or more sections are in that language. Some materials are entirely in languages other than English.

10. Type of Document:

Each work has been classified into one of the following BVT program functions:

Outreach and Recruitment
Intake and Orientation
Assessment and Testing
Evaluation, Trainee
Job Counseling, Readiness, and Placement
Job Development
Instructional Materials
Supportive Services
Administration
Staff Development and Training

For purposes of this annotation process these terms have been used to identify the type of document.

11. Format:

This information provides a structural description of the work. Since many of the materials are in various forms, including non-print, the format is described here.

12. CCC Location:

This code indicates the Curriculum Coordination Center in which the developer, or BVT grantee, is located. Six centers make up the National Network for Curriculum Coordination in Vocational and Technical Education. The materials are submitted to the regional CCC in which the developer is located. A list of the CCC's with their complete name and address is provided in the "Resource" section of this catalog.

HOW TO ACCESS THE MATERIALS

All of the materials represented in this catalog are available in the Curriculum Coordination Centers (CCC) that comprise the NNCCVTE.

The National Network for Curriculum Coordination in Vocational and Technical Education consists of six federally funded regional centers that encompass the entire United States and Territories. The network was established to provide a system for sharing curriculum development materials and services. Each state has a representative who is affiliated with it's respective regional center. They are called State Liaison Representatives (SLR). There are eight to twelve representatives affiliated with each center. A list of their names and addresses appears in the "Resource" section of this catalog.

To access materials from the curriculum centers, the central contact point is the State Liaison Representative. Through the SLR's, vocational instructors may: request curriculum materials; receive assistance in materials development and use; save time and money by adapting available materials; and utilize federally-developed materials.

Materials annotated in this catalog may be requested from an SLR. The SLR will forward the request to the regional curriculum coordination center and the materials will be sent directly to the original requestor.

BVT TRAINING PROJECTS THAT CONTRIBUTED DOCUMENTS

The following is a list, by code number of the fifty-two BVT projects that have bilingual vocational training materials represented in this catalog. For the projects that are no longer in existence, the city of location is cited, but an address is not included. Those with complete addresses are currently in operation as training projects, although not necessarily funded by the Department of Education for bilingual vocational training.

Code No.	Project
01	Adelante, Inc. 2198 Sixth Street Berkeley, CA 94710
02	American Council for Emigres in The Professions, Inc. New York, NY
04	Arlington Public Schools Arlington, VA
05	Asians for Job Opportunities in Berkeley, Inc. 1222 University Avenue Berkeley, CA 94702
06	Bangor Community College Bangor, ME
07	Boston Indian Council, Inc. 105 S. Huntington Avenue Boston, MA
08	Bronx Community College University Avenue & 181st Streets New York, NY
09	Canadian Valley Area, Vo-Tech School District P.O. Box 579 El Reno, OK 73036
10	Central Coast Counties Development Corporation Capitola, CA

11 Centro Caribeno De Adiestramiento
Bilingue Vocacional, Inc.
P.O. Box 36
Naranjito, PR 00919

12 China Institute in America
125 E 65th Streets
New York, NY 10021

13 Chinatown Manpower Project, Inc.
70 Mulberry Street, 3rd Street
New York, NY 10013

14 Chinatown Resources Development Center
655 Geary Street
San Francisco, CA 94102

15 Chinese Cultural and Community Center
Philadelphia, PA

17 City College of New York
Convent Avenue at 138th Street
New York, NY 10031

18 Community Care and Development Services
Los Angeles, CA

21 Crystal City Independent School District
Crystal, TX

25 Elk Grove Unified School District
8820 Elk Grove Blvd.
Elk Grove, CA 95624

26 Everett Community College
801 Wetmore Avenue
Everett, WA 98201

27 Foothill-DeAnza Community College
Bilingual Center
850 W. McKinley Avenue
Sunnyvale, CA 94086

29 H A C E R, Inc.
611 Broadway
New York, NY 10001

30 Houston Community College
22 Waugh Drive
Houston, TX 77007

32 Kuskokwim Community College
University of Alaska
P.O. Box 368
Bethel, AK 99559

34 Lansing School District
Harry Hill Academic and Vocational Center
5815 Wise Road
Lansing, MI 48910

35 Latin American Education Center
National Cuban American League
2119 Webster Street, P.O. Box 543
Fort Wayne, IN 46804

36 Little Wound School Board, Pine Ridge Reservation
P.O. Box 500
Kyle, SD 57752

37 Little Wound School Board, Legal Educational Agency
P.O. Box 500
Kyle, SD 57752

39 Louisiana State, Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

42 Metropolitan State College
Bilingual Vocational English
Training Program
190 E. 9th Avenue
Denver, CO 80203

43 Miami-Dade Community College
New World Center Campus
300 NE 2nd Avenue
Miami, FL 33132

44 Minnesota Department of Education
State Board of Vocational
Technical Education
Capital Square Building
550 Cedar Street
St. Paul, MN 55101

45 Modesto Junior College
435 College Avenue
Modesto, CA 95350

46 Multicultural Career Intern Program
16th and Irving Streets, N.W.
Washington, DC 20010

48 Nassau County, Vocational and Extension Board
200 Stonehinge Lane
Hempstead, NY 11514

49 New Haven, City of
New Haven, CT

51 New Mexico Technical Vocational School
El Rito, NM 87530

52 New York State, Department of Corrections
Bldg. 2 State Office Campus
Albany, NY 12226

53 Newbury Junior College
Boston, MA 02115

55 Norwalk Board of Education
Norwalk, CT

58 San Antonio State Hospital
Office of Educational Services
San Antonio, TX 78223

60 San Francisco Community College District
22 Walker Street
San Francisco, CA 94109

61 San Francisco Community College District
Mission Community College Center
106 Barlett Street
San Francisco, CA 92110

63 SER/HIDALGO Jobs for Progress
San Juan, TX

65 Solidaridad Humana, Inc.
107 Suffolk Street
New York, NY 10002

66 St. Augustine College
Bilingual Vocational Center
1812 S. Ashland
Chicago, Il 60608

67 Stamford Board of Education
55 Strawberry Hill Avenue
Stamford, CT 06902

68 Stockton Unified School District
302 West Weber Avenue
Stockton, CA 05203

69 Texas Woman's University
Institute of Health Sciences
P.O. Box 23716
Denton, TX 76204

70 Triton College
Nuevos Horizontes Hispanic Center
2000 N. 5th Avenue
River Grove, Il 60171

71 University of California
Extension Division
405 Hilgard Avenue, Murphy Hall
Los Angeles, CA 90024

72 University of Maine
Fort Kent, ME

74 Western Wisconsin Technical Institute
6th & Vine Streets
La Crosse, WI 54602

B.

CONCEPTUAL MODEL/MATRIX

BVTM CONCEPTUAL MODEL
A MATERIALS MATRIX

This matrix is a visual representation of the materials in this catalog, shown by skill training area and target group. Blank spaces indicate the absence of materials. The matrix only reflects those materials submitted to this collection effort and not necessarily all of the materials developed by federally-funded BVT projects.

Across the top of each matrix page are the names of thirty target groups reported by the BVT projects as having received training. Along the left side of the page are the skills training areas funded by the U.S. Department of Education. For purposes of uniformity, the terms describing the skills training areas are taken from A Classification of Instructional Programs. The code numbers cited beneath the target groups are the document numbers of the materials annotated in this catalog for that group in the skills training area listed on the left side of the page.

For instance, see page 19; "Accounting & Computing" bilingual vocational training has been provided for Asians, Chinese, and Hispanic groups. The code numbers indicate the project that provided the training, and also the type of materials developed and included in this bibliography. Other target groups, such as American Indians, for example, have not had federally-sponsored training in "Accounting & Computing" provided for them.

A list of the complete wording for each skills training term is available on the following pages. The abbreviations in the matrix are necessary for space purposes.

TARGET GROUPS SERVED BY
BILINGUAL VOCATIONAL TRAINING

American Indian
Arab
Asian
Chinese
Cuban
Dominican
Eskimo
Filipino
French
French American
French Canadian
Greek
Guamanian
Haitian
Hispanic
Italian
Japanese
Korean
Lao Hmong
Laotian
Mexican
Mexican American
Navajo
Oglala
Polish
Puerto Rican
Russian
Samoan
Sioux
Vietnamese

SKILLS TRAINING AREAS

Accounting & Computing
Agricultural Production
Agriculture Equipment Technology
Air Transportation, Other
Automotive Body Repair
Automotive Mechanics
Automotive Technology
Banking & Finance
Barbering
Bilingual Secretarial Training
Bookkeeping
Brickmasonry, Stonemasonry, Tile Setting
Building Maintenance
Business Administration & Management
Business & Office, Other
Business Data Processing & Related Programs
Business Machine Repair
Carpentry
Central Supply Technology
Chef/Cook
Chef/Cook, Chinese
Computer & Information Sciences
Computer Electronics
Computer Programming
Computer Servicing Technology
Construction
Consumer Education
Cooling & Refrigeration
Cosmetology
Crafts, General
Crafts, Navajo
Crop Production
Custodial Services
Data Processing
Dental Assisting
Drafting, General
Electrical & Electronic Equipment Repair
Electrical & Electronic Technologies
Electrical & Power Transmission Installation
Emergency Medical Technology - Paramedic
Engineering, Other
Farm & Garden Supplies Marketing
Farm & Ranch Management
Farm Cooperatives
Flight Attendants
Food Production, Management, & Services
Food Service
General Office Clerk
Geriatric Aide

Graphic & Printing Communications
Graphic Art
Greenhouse Operation & Management
Health Related Activities
Heating & Air Conditioning
Home Health Aide
Homemaker's Aide
Housing/Home Maintenance
Industrial Arts
Industrial Electronics
Industrial Sewing
Legal Assisting
Machine Billing, Bookkeeping, & Computing
Machine Tool Operation/Machine Shop
Manufacturing/Materials Processing
Mathematics
Meatcutting
Mechanics & Repairers
Mechanics & Repairers, Other
Medical Assisting
Medical Office Management
Medical Secretarial
Mental Health/Human Services Assisting
Miscellaneous Construction Trades
Nursing Assisting
Photographic Laboratory & Darkroom
Plastics
Plumbing
Printing Press Operations
Protective Services
Secretarial
Secretarial & Related Programs, Other
Sheet Metal
Shipping, Receiving, & Stock Clerk
Small Engine Repair
Stenographic
Survey & Mapping Sciences
Teacher Aide
Textiles & Clothing, Other
Tool & Die Making
Typing
Vocational English As A Second Language
Welding Technology
Word Processing

The above skills training terms were taken from Gerald S. Malitz's A Classification of Instructional Programs, published by the National Center for Education Statistics, 1981. Several terms have "other" at the end. These indicate instructional programs that encompass training areas not defined within the same term that does not have the "other".

TARGET GROUPS

SKILL TERMS	AMERIC INDIAN	ARAB	ASIAN	CHINES	CUBAN	DOMINI	ESKIMO	FILIPI	FRENCH	FRENCH AMERIC	FRENCH CANADI	GREEK	GUAMAN	HAITIA	HISPAN	ITALIA	JAPANE	KOREAN	LAO HMONG	LAOTIA	MEXICA	MEXICA AMERIC	NAVAJO	OGLALA	POLISH	PUERTO RICAN	RUSSIA	SAMOAN	SIOUX	VIETNA MESE
Acct Computing			13.B1 13.E1 13.G5 13.G6 13.G9 13.G10 14.G2 14.G6	13.E2 13.G13 13.G14 13.J1 27.G6											27.G6 27.I4 43.B1 43.G1 43.G2 43.G3				34.G7	34.G8									34.G9
Agri Equip Tech																														
Agri Production															10.C1 10.G1 10.G2 10.G3 10.G4 10.G5 10.G6 10.G7 10.G8											
Air Transport																														
Auto Body Rpr																														
Auto Mechanics															48.G2 48.G3 52.G1				34.G13	34.G14	09.G1 09.G2 21.I1 51.G1 68.G1	58.G12 68.G1								34.G19
Auto Technology																														
Banking Finance																														
Barbering																					51.G2 51.G4									
Biling Secretar																														
Bookkeeping																														
Brickmasonry																														
Building Maintn																17.G3														
Bus Admin Manag																														
Bus Machine Rpr																					68.G1									
Business DP															42.A1 42.G1 65.G1 70.G1															

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SKILL TERMS	TARGET GROUPS																														
	AMERIC INDIAN	ARAB	ASIAN	CHINES	CUBAN	DOMINI	ESKIMO	FILIPI	FRENCH	FRENCH AMERIC	FRENCH CANADI	GREEK	GUAMAN	HAITIA	HISPAN	ITALIA	JAPANE	KOREAN	LAO HMONG	LAOTIA	MEXICA	MEXICA AMERIC	NAVAJO	OGLALA	POLISH	PUERTO RICAN	RUSSIA	SAMOAN	SIOUX	VIETNA MESE
Business Office																															
Carpentry																															
Central Supply																															
Chef/Cook, All				12.B1 12.B2 12.C3 12.G6 12.J1											39.G1 39.I1 66.A1 66.B1 66.G1 66.G2 66.G3 66.G4 66.G5													49.G2				
Chef/Cook, Chin				12.A1 12.C1 12.C2 12.G1 12.G2 12.G3 12.G4 12.G5 15.B1																													
Computer Elect																															
Computer InfoSc																															
Computer Progrm																									11.C1 11.C2 11.C3 11.C4 11.G1								
Computer Servic																															
Construction																															
Consumer Ed																															
Cooling Refrigr																															
Cosmetology																															
Crafts, General																															
Crafts, Navajo																															
Crop Production																															
Custodial Serv																															

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TARGET GROUPS

SKILL TERMS	AMERIC INDIAN	ARAB	ASIAN	CHINES	CUBAN	DOMINI	ESKIMO	FILIPI	FRENCH	FRENCH AMERIC	FRENCH CANADI	GREEK	GUAMAN	HAITIA	HISPAN	ITALIA	JAPANE	KOREAN	LAO HMONG	LAOTIA	MEXICA	MEXICA AMERIC	NAVAJO	OGLALA	POLISH	PUERTO RICAN	RUSSIA	SAMOAN	SIOUX	VIETNA MESE
																						58.G10 58.G11								
Data Processing																														
Dental Assistng				71.G7											61.G1 61.G2 71.E1 71.G1 71.G2 71.G3 71.G9 71.G13		71.G1 71.G6	71.G8									71.G5			71.E1 71.G2 71.G3 71.G4
Drafting, Gen																					09.G4									
Elect Equip Rpr																										08.E1				
Elect Technolog	07.G1														27.I5				34.G3	34.G2										25.G2 25.G3 25.G4 34.G1 60.G1
Elect Transmisn																														
Emergency Medic															69.G1 69.G2							69.I1 69.I2								
Engineering																														
Farm Coop																														
Farm Garden Mkt																														
Farm Ranch Mgmt																														
Flight Attendnt																														
Food Production															39.G1 39.I1 66.G4 66.G5															
Food Service																														
General Office	37.G1		05.E1 05.G1 05.G2 05.G3 14.G1												01.E1 27.G6 27.I4 29.G2 35.G1 42.A1 42.B1 42.G1 53.G1							45.G1 45.G2 45.G3 58.G5 58.G6 58.G7 58.G8					49.G1				35.G1 42.A1 42.B1 42.G1

TARGET GROUPS

SKILL TERMS	AMERIC INDIAN	ARAB	ASIAN	CHINES	CUBAN	DOMINI	ESKIMO	FILIPI	FRENCH	FRENCH AMERIC	FRENCH CANADI	GREEK	GUAMAN	HAITIA	HISPAN	ITALIA	JAPANE	KOREAN	LAO HMONG	LAOTIA	MEXICA	MEXICA AMERIC	NAVAJO	OGLALA	POLISH	PUERTO RICAN	RUSSIA	SAMOAN	SIOUX	VIETNA MESE
															53.G3 67.D1 67.D2 67.E1 67.G1 67.G2 67.H1																
Geriatric Aide										06.G1 06.G2 06.J1 72.G1																			
Graph Printing																						58.G4 58.G5 58.G6 58.G8 58.G9								
Graphic Art															61.G3											02.G1				
Greenhouse Oper																														
Health Related																														
Heatng Air Cond																			34.G21	34.G22										34.G23
Home Health Aid																														
Homemaker's Aid																														
House/Home Main																			34.G4	34.G5						08.A1 08.G1 08.G2 08.G3				34.G6
Industrial Arts																														
Industrial Elec																														
Industrial Sew																														
Legal Assisting		13.G7 13.G8 13.G11 13.G12																												
Mach Billing Bk		14.G6																												
Machine Tool															67.D1 67.D2 67.E1 67.G1				34.G16		58.G4 58.G6 58.G7 58.G8								25.G1 34.G16

TARGET GROUPS

SKILL TERMS	AMERIC INDIAN	ARAB	ASIAN	CHINES	CUBAN	DOMINI	ESKIMO	FILIPI	FRENCH	FRENCH AMERIC	FRENCH CANADI	GREEK	GUAMAN	HAITIA	HISPAN	ITALIA	JAPANE	KOREAN	LAO HMONG	LAOTIA	MEXICA	MEXICA AMERIC	NAVAJO	OGLALA	POLISH	PUERTO RICAN	RUSSIA	SAMOAN	SIOUX	VIETNA MESE
Manufact/Materl																														
Mathematics																					09.G5 09.I1 21.I1									
Meatcutting															63.G3															
Mechanics & Rpr																														
Medical Assist				27.A1 27.D1 27.G3 27.G8 27.G9 27.I1 27.I2 27.I3											27.A1 27.D1 27.G7 27.G8 27.G9 27.G10 27.I1 27.I2 27.I3 61.G2 66.A1																
Medical Office																														
Medical Secret																														
Mental Health																														
Misc Constructn																														
Nursing Assist														17.E1 17.G1 17.G2	48.G1 48.G2 63.G1														17.G1 17.G2 17.G3
Photograph Lab																														
Plastics																														
Plumbing																														
Printing Press																														
Protective Ser																														
Secretarial																														
Secretarial,Rel																														
Sheet Metal																														
Shipping Receiv																														
Small Engin Rpr																														

32.G1

34.G20

SKILL TERMS	TARGET GROUPS																														
	AMERIC INDIAN	ARAB	ASIAN	CHINES	CUBAN	DOMINI	ESKIMO	FILIPI	FRENCH	FRENCH AMERIC	FRENCH CANADI	GREEK	GUAMAN	HAITIA	HISPAN	ITALIA	JAPANE	KOREAN	LAO HMONG	LAOTIA	MEXICA	MEXICA AMERIC	NAVAJO	OGLALA	POLISH	PUERTO RICAN	RUSSIA	SAMOAN	SIOUX	VIETNA MESE
Stenographic																														
Survey & Map																														
Teacher Aide																														
Textiles Cloth																														
Tool Die Makng																														
Typing																					45.G1 45.G2 45.G3									
Voc Eng 2nd Lng	32.C1		13.G9 14.E1 14.G1												29.G2 42.B1 42.G1 43.G2 44.B1 46.G1 48.G2 48.G3 53.G1 65.G1 70.G2						09.G1 09.G3 09.I1									
Welding Tech															63.G2														26.G1	
Word Processing			14.G3 14.G4 14.G5												29.G1 29.I1 46.C1 46.G1 46.G2 70.G1 70.G2														

C.

ANNOTATED BIBLIOGRAPHY

DOC. NO. 01.E1

Sotelo, Leticia; Hurtado, Esther Soto
How to Find a Job; A Job Preparation Booklet
Berkeley, CA: Adelante, Inc., 1986

This workbook describes in detail the process of preparing a student for the job search experience. It presents a thorough curriculum program for the employment preparation of BVT trainees. The workbook is divided into the following five sections: Facts about Jobs, Skills Assessment and How to Find a Job; Job Search; The Resume and The Cover Letter; Interviewing Tips and Techniques; The Examination Process - The Test; and Job Retention and Your Rights. The authors state that "It is divided into five sections because not everyone is at the same level in their job search process. You can easily go to the section that you need the most help in." It appears that the workbook could be used by a student alone, without a classroom instructor, since it is written in a style and a format that speaks directly to the student. The workbook can also be a text for a course. pp. 148

Skills Training: General Office Clerk
Target Group: Hispanic
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Workbook
CCC Location: WE

DOC. NO. 02.G1

Preparing Graphics for Reproduction
New York, NY: American Council for Emigres in The Professions, Inc., 1977

Provided in this document is an explanation of the background and philosophy of the course, lesson plans for the 15 weekly sessions, and examples of the practical assignments. The course is to be combined with an ESL course featuring job-specific vocabulary. This course is designed for Russian speaking emigres with some background in graphic art. Each lesson plan includes; the general objective of the lesson, layout skills; the specific objectives and method of instruction, practice doing layout and learning the steps one follows; English vocational nomenclature, layout, sketch, gutters, margins, and; the priority testing skill, meaning of term "to do a layout" and why one is done. Practical assignments are given and graded each week so the student can apply the concepts he/she has learned. The practical assignments are designed to simulate on-the-job assignments. pp. 22

Skills Training: Graphic Art
Target Group: Russian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 04.B1

Intake Forms
Arlington, VA: Arlington Public Schools, 1977

Enclosed are three forms to be filled out when a trainee enters the BVT program. The first is the admission record, to be filled out by the counselor or teacher. It includes the trainee's name, course in which he/she is enrolled, English test score and any initial observations the teacher or counselor may have. The second form is purely for information purposes. The trainee is asked to provide his/her name, address, telephone number, employer (with address and telephone number also), supervisor, salary, position, and whether full or part time. The third form is used for intake; listing name, address, nationality, course, and; for follow-up, to determine the kind of job the graduate obtained and kept, if any. pp. 3

Skills Training: Automotive Mechanics; Emergency Medical Technology - Paramedic
Language of Doc: English
Type of Doc: Intake and Orientation
Format: Questionnaire
CCC Location: EC

DOC. NO. 04.G1

Medical Vocational Careers
Arlington, VA: Arlington Public Schools, 1977

These course descriptions are from the medical career bilingual vocational training program. The objective of the Medical Assistant program is to enable the trainee to obtain a job assisting professional personnel in the care and treatment of patients. They are taught how to lift patients, the principles of comfort, hygiene, sterilization and aseptic techniques, and how to care for patients with a variety of illnesses and disorders. The program includes practical experience in a nursing home or hospital. The physical therapy program teaches rehabilitation techniques. The student learns anatomy, physiology, basic knowledge of diseases and injuries requiring rehabilitation, and how to use the needed equipment. The emergency medical technology program trains students for jobs in the emergency room or rescue squad. The student learns: to use and care for needed equipment; acceptable skills in basic medical techniques and; skills in diagnosis emergency treatment procedures. pp. 3

Skills Training: Medical Assisting; Emergency Medical Technology - Paramedic; Home Health Aide
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 04.G2

Course Description for BVT Automotive Program
Arlington, VA: Arlington Public Schools, 1977

Three courses of the automotive program are briefly described here: the basic, intermediate, and advanced courses. The basic course prepares the student for an entry-level position as a service station attendant and teaches skills in the following areas: shop safety; hand and power tools; fasteners; service publications; engine cooling, ignition, fuel emission, exhaust, battery, starting, changing and electrical systems; brakes; wheels and tires; steering and suspension; manual and automatic transmission; drive shaft and rear axle, and; headlamp alignment. The course lasts 180 hours. The intermediate course expands on the above skills and adds skills in tune-up and engine repair. The 360 hour course prepares the student for a position as an entry level mechanic. The advanced course expands skills learned previously and teaches skills in heating and air conditioning. The 540 hour course prepares the student for employment as an automotive mechanic. pp. 3

Skills Training: Automotive Mechanics
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: EC

DOC. NO. 05.E1

Louie, Darian G.
Clerical Applications
Berkeley, CA: Asians for Job Opportunities in Berkeley, Inc., 1981

This material makes up a unit of an employment preparation class for a bilingual clerical training program for Asians. It includes performance objectives for oral, aural, reading and writing development. A series of tasks specifically related to looking for employment are also listed as an objective. All of the material is in English but it was prepared for limited English speakers. The job hunting process is diagramed in the first page showing the relationship between accurate personal data, completing job applications, passing employment tests, and performing in an interview. Other topics presented in detail are: application vocabulary and abbreviations; the accurate completion of all sections of an application; affirmative action; and several sample applications are included. Two pages of teachers' notes are also available. pp. 26

Skills Training: General Office Clerk
Target Group: Asian
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Lesson plans
CCC Location: WE

DOC. NO. 05.G1

Louie, Darian G.
Office Supplies and Clerical Forms
Berkeley, CA: Asians for Job Opportunities in Berkeley, Inc., 1981

This material makes up a unit of a business English course for a bilingual clerical training program. It includes performance objectives for oral, aural, reading, and writing development. The curriculum is in English but it was prepared for limited English speakers. It introduces the world of office forms, machines, furniture, and office protocol to the English learner. A description of clerical work in general is presented on the first page with job descriptions for other types of clerical work following, such as: receptionist, cashier, reprographic clerk, and account clerk. Two pages of teachers' notes and a glossary complete the curriculum. The teaching notes provide page by page comments for optimizing the material presented. pp. 43

Skills Training: General Office Clerk
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 05.G2

Louie, Darian G.
Clerical Safety
Berkeley, CA: Asians for Job Opportunities in Berkeley, Inc., 1981

This lesson plan makes up a unit of a business English course for a bilingual clerical training program. It includes performance objectives for oral, aural, reading and writing development. The completion of a series of safety tasks is also an objective. In this context "clerical safety" means doing things to prevent accidents within an office working environment. This curriculum is in English but was prepared for limited English speakers. Topics discussed are: the appropriate type of clothing to wear in an office, including jewelry; personal safety related to furniture, office machines, and appliances; fire safety and the use of fire extinguishers; earthquake drills; supplies necessary in a first aid kit, and; how to write an accident report. A glossary of safety terms is included also. pp. 20

Skills Training: General Office Clerk
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 05.G3

Louie, Darian G.
Reception Skills
Berkeley, CA: Asians for Job Opportunities in Berkeley, Inc., 1983

This material makes up a unit of a business English course for a bilingual clerical training program for Asians. It includes performance objectives for oral, aural, reading, and writing development. It is all in English but was prepared with the limited English speaker in mind. Some of the objectives for this reception skills unit, within a clerical environment are: ability to greet persons; ability to make and cancel appointments; ability to take and read messages, and; the ability to communicate on the telephone. The topics presented in the unit include: the telephone personality; parts of the telephone; spelling names over the telephone; distributing office mail; how to use telephone directories; emergency numbers, and; how to save money on telephone calls. Two pages of teachers' notes provide suggestions for conducting a class on reception skills. A short bibliography is also attached. pp. 30

Skills Training: General Office Clerk
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 06.G1

Franco-American Gerontology Program
Bangor, ME: Bangor Community College, 1977

The course descriptions for the complete Franco-American gerontology program are included in this package. The courses include: Introduction to Human Services; Group Processes, Interviewing/Counseling; Introduction to Gerontology; Activity/Recreation Leadership; Community Services for the Elderly; Bilingual Oral Communication; English Writing Lab; Introduction to Sociology and Psychology; Practicum in Gerontology; Bilingual Communication; Practicum in Human Services; Seminar in Community Resources; Psychology of Adjustment; Developmental Services for the Aging; Developmental Psychology; and Nature and Needs of the Developmentally Disabled. The bilingual and bicultural aspect of the program can be seen not only in the language courses, but also in the effort to study and experience all subjects (i.e. sociology) in their Franco-American cultural context. pp. 6

Skills Training: Geriatric Aide; Health Related Activities
Target Group: French American
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 06.G2

Bilingual Counseling Terminology for Franco-American Gerontology Program
Bangor, ME: Bangor Community College, 1977

This material is to be used to help students understand the often idiomatic emotion language, that is, language used to express emotions and feelings. First, major categories of emotions are listed; anger, anxiety, shame, and defeat, with typical idiomatic phrases used to express that emotion. The material is presented in both English and French. The exercise, adapted from Exercises in Helping Skills by Gerard Egan, is used to help students understand the various ways emotion can be verbally expressed; single words, phrases, experiential and behavioral statements. The student practices expressing an emotion, such as, joy, through each of the four ways, in both English and French. pp. 8

Skills Training: Geriatric Aide
Target Group: French American
Language of Doc: English; French
Type of Doc: Instructional Materials
Format: Teaching exercise
CCC Location: NE

DOC. NO. 06.J1

Evaluation of the Franco-American Gerontology Program
Bangor, ME: Bangor Community College, 1977

This evaluation packet includes opportunities for students, faculty, staff and practicum supervisors to evaluate the program, in general, and each other also. The students fill out a survey upon completing the course, answering both yes-no and open-ended questions regarding their feelings on the value of the course, how it has affected them, if it has helped in their career goals, the convenience of the program, and suggestions for improvement. Both the student and the practicum supervisor evaluate the practicum, answering open-ended questions on the student's ability to fulfill organizational objectives, help patients and use bilingual/bicultural skills. The faculty and staff survey also consists of yes-no and open-ended questions regarding the usefulness of the program, the quality of curriculum and materials, employment opportunities for graduates and suggestions for improvement. The practicum supervisor's survey is in the same format; asking questions about the preparation of the students. pp. 17

Skills Training: Geriatric Aide
Target Group: French American
Language of Doc: English
Type of Doc: Staff Development & Training
Format: Teacher evaluation
CCC Location: NE

DOC. NO. 07.G1

Bilingual Electronic Assembly Course Narrative
Boston, MA: Boston Indian Council, Inc., 1982

This material describes the eight phases in the bilingual electronic assembly course. The first phase; Pre-Course Activities, lasts two weeks and includes a description of the course and job, and measurement of the students' interests, ability and aptitude. The second phase; Vocational Guidance, lasts one week and examines career possibilities and how to achieve career goals. The third phase; Basic Job Skills, lasts eight weeks and teaches such skills as vocabularly and reading, color codes and symbols, and measurements and math. The fourth phase; Material for Assembly, lasts 6 weeks and teaches safety rules, procedures and identification of materials. The fifth phase; Basic Processes, lasts 6 weeks and teaches assembly techniques, (mounting, soldering, splicing, etc.). The sixth phase; More Advanced Job Skills, lasts four weeks and teaches blueprint and meter reading and drafting. The seventh and eighth phases focus on finding and keeping a job, application completion, resume writing, interviewing, and work relationships. pp. 1

Skills Training: Electrical & Electronic Technologies
Target Group: American Indian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 08.A1

Bilingual Training Program in Housing Maintenance and Repair
New York, NY: Bronx Community College, 1976

The bilingual component of this program announces a course in building maintenance and repair skills to be taught in Spanish and English, and Italian and English as part of the overall Housing Training Program. The course combines the teaching of building maintenance skills: general carpentry, plumbing and heating, electrical repair, sanitation, and pest control, with an equal number of hours of English as a Second Language (ESL) instruction. The course is intended both for people who already have a job in the field as well as for those who need training in order to find a job. The course meets twice weekly for 10 weeks. pp. 15+

Skills Training: Housing/Home Maintenance
Target Group: Puerto Rican; Italian
Language of Doc: English
Type of Doc: Outreach and Recruitment
Format: Announcement
CCC Location: NE

DOC. NO. 08.E1

Prioritized List of Skills for Electrical Repair and Maintenance
New York, NY: Bronx Community College, 1984

This material lists the skills that students should have learned in each session of the program. The four major categories are: first, basic concepts, tools, and materials; second, electrical repairs and troubleshooting; third, installation of light switches, fixtures and receptacles; and fourth, bell, buzzer and intercom system. Each category is divided into specific skills the student must learn. These skills include knowing the units of electricity; naming, describing, recognizing, and using tools; troubleshooting of all areas; knowing the different types, components, and functions of different systems; knowing how to install the different systems, and; being able to distinguish between a system that can be repaired and one that needs to be replaced. pp. 1

Skills Training: Electrical & Electronic Equipment Repair
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Skills inventory list
CCC Location: NE

DOC. NO. 08.G1

ESL Curriculum for Housing Maintenance and Repair Program
New York, NY: Bronx Community College, 1979

This material provides a sample of the ESL curriculum used in the housing maintenance and repair program. Each lesson consists of a review of the previous week's lesson, new vocabulary, exercises to learn structure, aural-oral drills, and an evaluation. Under each of the main headings listed above are examples of the types of exercises used to teach these concepts. The teacher then builds from those examples using other vocabulary and different people. The vocabulary taught in the course is job-specific but attention is also paid to grammatical concepts so the trainee can apply what is learned, to daily life. Also included in the materials are vocabulary lists of the job-specific terminology the student learns each week, and a sample lesson plan. pp. 26

Skills Training: Housing/Home Maintenance; Vocational English As A Second Language
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

Training Manual in Emergency Procedures
New York, NY: Bronx Community College, 1976

This emergency procedures manual provides explanations in both English and Spanish, with accompanying illustrations, about what to do in case of fairly common emergency situations. Some of the situations include electrical fire, broken pipe, boiler problems, steam leak, gas odor in an apartment or basement, elevator problems, and injury or death. All instructions are in easy to read step-by-step format. Also included are tips about keeping an emergency supply closet and a list of emergency numbers with space to fill in the key person at each number. pp. 11

Skills Training: Housing/Home Maintenance
Target Group: Puerto Rican
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 08.G3

Prioritized Skills Curriculum for Housing Maintenance and Repair Program
New York, NY: Bronx Community College, 1979

Outlines of four different courses in the housing careers program are presented: housing maintenance and repair; housing management; boiler maintenance and repair, and; bilingual vocational training in housing maintenance and repair. The housing maintenanace and repair course lasts 96 hours and teaches skills in general scope of work for superintendents and handymen; blueprint reading and cost estimation; window repair; plaster and sheetrock; plumbing; electrical repair and maintenanace, and; sanitation and pest control. The housing management course, 72 hours, teaches skills in real estate operation; managing; lease and rent supplement issues; and maintenance services. The boiler maintenance and repair course, 72 hours, teaches skills in: wiring; firing new oil burners; installing, and; servicing complaints. The BVT housing maintenance program teaches skills in English language, repair/replacement of windows, doors, frames, floor coverings, ceramic tile, sheetrock, plaster, plumbing, heating and electrical repairs. pp. 20

Skills Training: Housing/Home Maintenance
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: NE

DOC. NO. 09.G1

Lugo, Juan
Bilingual Vocational Training
El Reno, OK: Canadian Valley Area, Vo-Tech School District, 1978

This course in bilingual vocational training was developed for Spanish speaking trainees in auto mechanics and food service programs and for their instructors. It is based on the idea that instruction in the native language (Spanish) can serve educational goals until sufficient command of English has been attained. The document is organized into three major sections, in English; for the instructor - introduction to the course, historical synopsis of the development of English as a second lanugage,and the course content - followed by a section, in Spanish, for the student of English as a second language. The content section for the instructor includes guidelines on how best to present the technical information of auto mechanics and food service both in Spanish and in English. pp. 20+

Skills Training: Automotive Mechanics; Food Service; Vocational English As A Second Language
Target Group: Mexican
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 09.G2

Bosquez, Paul
Bilingual Vocational Training, Automobile Maintenance
El Reno, OK: Canadian Valley Area, Vo-Tech School District, 1978

This is a collection of units for a bilingual vocational training course in automobile maintenance. The units are "Basic Electrical Theory," "Battery Service," and "Use of Plastigage." Units begin with objectives for students, including demonstrated skill competencies as well as minimum scores on written tests. Information sheets and job sheets for each unit list technical terms with definition (in English and Spanish), automobile parts and their interaction, formulas and calculations, components and types of electrical circuits, methods of working with instruments used to test circuits, tools and equipment, and illustrated procedures for proper cleaning and servicing of an automobile battery. The unit on basic electrical theory includes a set of eight pages of illustrations that can be made into transparencies. pp. 20+

Skills Training: Automotive Mechanics
Target Group: Mexican
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Teacher guide
CCC Location: MW

DOC. NO. 09.G3

Armstrong, Z.
ESL Handbook
El Reno, OK: Canadian Valley Area, Vo-Tech School District, 1979

This manual on English as a Second Language focuses on specific teaching strategies. It is organized according to the following eleven topics: a) listening and pronunciation skills, b) activities to improve listening skills, c) activities to improve pronunciation skills, d) structural and grammatical skills, e) types of drills f) vocabulary skills, g) vocabulary teaching techniques, h) reading skills, i) steps to reading, j) general techniques, and k) reading activities. The content is based on the premises that "listening skills are necessarily the first phase of learning a second language," that "the teacher is the best model," and that "for older students, the sounds of the new language are difficult and the pronunciation... hard to reproduce because their own sound system is internalized and embedded." More then 100 strategies are described with examples of activities to instruct the adult learner for whom English is the second language. pp. 15

Skills Training: Vocational English As A Second Language
Target Group: Mexican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Teacher guide
CCC Location: MW

DOC. NO. 09.G4

Coble, Jack
Introduction to Blueprint Reading and Drafting, Bilingual
El Reno, OK: Canadian Valley Area, Vo-Tech School District, 1978

This is an introductory training course in blueprint reading and drafting. The course was designed as part of a supportive bilingual education and training program to prepare Spanish speaking trainees with the ability and knowledge in this specific vocational-technical area. It begins with information for the student on what will be necessary in order to learn the material presented. Then, definitions with illustrations are given for the terminology used universally within the industry. Major topics include types of lines, explained and illustrated one at a time; understanding spelling and projections of drawings; selection of views; visualization of objects; and rules of visualization. The entire document is written in Spanish. pp. 15

Skills Training: Drafting, General
Target Group: Mexican
Language of Doc: Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 09.G5

Chesser, Don
Matematicas Tecnicas
El Reno, OK: Canadian Valley Area, Vo-Tech School District, 1978

This is a course of study for mathematics, written in Spanish. There are two units--one on decimals and one on fractions. The first unit begins with a description of decimals, their meaning and use. Examples are given to demonstrate addition, subtraction, multiplication, and division of decimals. The unit on fractions uses several illustrations to demonstrate the concept and to convey the meaning of specific fractional numbers. A set of exercises with a ruler is included. Examples are given for determining the common denominator of mixed numbers in order to add or subtract fractions and for reducing the sum or remainder to lowest terms. Multiplication and division of fractions are explained with examples that include improper fractions and reducing to lowest terms. More than 300 problems are given for practicing. pp. 10+

Skills Training: Mathematics
Target Group: Mexican
Language of Doc: Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 09.I1

Mendez, Joseph
Key to Success
El Reno, OK: Canadian Valley Area, Vo-Tech School District, 1978

This is a report describing the bilingual education and vocational training program at El Reno Federal Correctional Institution. The report is organized into the following sections: El Reno Education Program; G.E.D. Program; Bilingual Secondary Education; Tutors; G.E.D. Tutors; and Bilingual Vocational Training Program Guide. Flow charts illustrate a) the academic structure, b) educational progress, c) secondary education, d) English instruction, e) mathematics instruction, and f) the bilingual program orgnizational structure. Individualized programs of instruction and training for each resident who volunteers to participate are based on the individual's interests and abilities as measured by an entrance evaluation. A program of volunteer tutors has been designed to assist native Spanish-speaking students in English and math skills. Behavioral objectives for English and math are outlined. The report includes a listing of reference materials used by the various training sections. pp. 40+

Skills Training: Mathematics; Vocational English As A Second Language
Target Group: Mexican
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: MW

DOC. NO. 10.C1

Learning Assessment Forms
Capitola, CA: Central Coast Counties Development Corporation, 1976

This is a series of forms used by an agricultural occupations training program for Hispanics. All of the assessment forms are in English and are intended to be administered by a teacher or a counselor, and not by the student. Included are: a learning plan for skills training; an ESL language assessment form; a vocatioal skills assessment form for farm cooperatives training; a rating scale for leadership roles or activities; a competency rating sheet, and; a subjective assessment form. Because of the general terminology used, the forms may be adapted to any type of program. pp. 8

Skills Training: Agricultural Production; Farm Cooperatives
Target Group: Hispanic
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Inventory List
CCC Location: WE

DOC. NO. 10.G1

Learning Plan of the Agricultural Training Center
Capitola, CA: Central Coast Counties Development Corporation, 1976

Part of this learning plan for agricultural production trainees is a three page English and Spanish student contract. It is meant to be utilized by the trainee, a teacher, or even a counselor. The second part contains a 33 page outline of the goals and objectives of four training areas. The training modules are: Cooperative Farming; Row Crops; Ecological or Low-energy Farming, and; Greenhouse Production. Each module, in English only, includes goals, objectives, competencies, learning activities, criteria, and evaluation. Charts for each module specify the details of each activity. The basic goal for each training area is to teach trainees the skills necessary, in agriculture production to help them improve their economic situation. This document may be utilized for the development of training programs in agricultural occupations. pp. 37

Skills Training: Agricultural Production; Greenhouse Operation & Management; Farm & Garden Supplies Marketing
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Outline
CCC Location: WE

DOC. NO. 10.G2

Managing Cooperative Business through Meetings; El Manejamiento del Negocio Cooperativo Atraves de Reuniones
Capitola, CA: Central Coast Counties Development Corporation, 1977

This bilingual manual presents the parliamentary procedure for conducting farm cooperative meetings. Each chapter is written in both English and Spanish in a non-technical language. A skills training area is not actually represented within the manual but it was developed for an agricultural occupations training program. The utilization of the document by training programs is endless; it may be used for instruction for community organizing, or for administration. Even though the title indicates it to be a manual for farm cooperative meetings, the information presented is basic parliamentary procedure for any type of meeting. Three types of meetings are defined and discussed: Board of Directors; Committees, and; General Membership meetings. Subjects discussed include, agendas, the role of officers, and tips for conducting meetings. pp.59

Skills Training: Agricultural Production; Farm & Ranch Management; Farm Cooperatives
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 10.G3

Bilingual Vocational Training Project Objectives and Guidelines for ESL
Capitola, CA: Central Coast Counties Development Corporation, 1977

Four bilingual vocational training program objectives, for open field and greenhouse farming, row crop production, and management of a farm cooperative are outlined in this document. The materials may be used by an administrator for program planning, or by teachers for curriculum planning. Each objective has a series of tasks and a time frame attached to it, along with the staff person(s) assigned to complete the tasks. A second section provides guidelines for ESL and bilingual vocational education training. These provide direction for teaching English as a second language in the classroom, establishing an appropriate classroom atmosphere for learning, and writing goals to complement the skills training that is taking place. pp. 6

Skills Training: Agricultural Production; Greenhouse Operation & Management; Farm Cooperatives
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: WE

DOC. NO. 10.G4

Orientation for Farm Surveying
Capitola, CA: Central Coast Counties Development Corporation, 1977

This lesson plan on methods of farm surveying was developed for an agricultural occupations training program. It would have to be used by a teacher who is familiar with land measuring, since the lesson is fairly technical. Many diagrams and examples of formulas are included. The lesson plan specifies the number of people needed to take measurements and the equipment required. It presents various topics, such as: methods for determining directions of boundary lines; methods for measuring angles; how to keep information in a transit notebook; levelling, or how to measure differences in elevation; the levelling of strawberry fields, and; determining the areas of triangles. It also discusses errors that may occur when measuring with a tape. pp. 12

Skills Training: Agricultural Production; Survey & Mapping Sciences
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 10.G5

La Produccion de Pepinos Invernaderos: Paso por Paso
Capitola, CA: Central Coast Counties Development Corporation, 1976

This document is a manual, in Spanish, designed to inform and train the reader on the production of greenhouse cucumbers, step by step, as the title indicates. Some of these steps include information such as: soil analysis; preparation and fertilization; chemical additives; watering; techniques on transplanting from the green-house; pruning; harvesting, and; storage and packaging. There are several illustrations provided, to clarify certain techniques and equipment used, in the production of cucumbers, such as, a diagram used to determine a type of soil and its texture. Another illustrates a method to support and separate seedlings, and others show the correct way and time to prune the flowers in order to prevent pollen-fertilization. The manual includes discussions of climate, temperature, and light intensity. pp. 12

Skills Training: Agricultural Production; Crop Production; Greenhouse Operation & Management
Target Group: Hispanic
Language of Doc: Spanish
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 10.G6

Seminar Outlines for Agricultural Occupations Training
Capitola, CA: Central Coast Counties Development Corporation, 1977

Seminar objectives, and descriptions of sessions designed to meet the objectives, make up this instructional document. It was developed for a Hispanic agricultural occupations training program, and can be used by teachers for instruction or by administrators for program planning. Ten seminars, similar to courses, are inlcuded with the sessions, like classes, varying in number from 8 to 24. The subjects of some of the seminars are: biological control of fungus and pest infestation, 8 sessions; business and fiscal operations, 14 sessions; greenhouse systems including operation and equipment, 24 sessions; management seminar, including cooperatives and conventional farming, 5 sessions, and; soil sciences in row crops and greenhouses, 3 sessions. References, in the form of a bibliography, are included for each seminar. pp. 35

Skills Training: Agricultural Production; Farm & Ranch Management; Greenhouse Operation & Management
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: WE

DOC. NO. 10.G7

La Produccion de Fresas en la Costa Central de California
Capitola, CA: Central Coast Counties Development Corporation, 1977

This is a Spanish translation of "Strawberry Production in the Central Coast of California", written by the California Agricultural Extension Service. It was produced by an agricultural occupations training program for Hispanics. The language of the report is not technical so it could be used for training, and also for program planning. Discussed are details of strawberry production, such as: acreage of strawberry planting in California; the type of soil required for good planting; the preparation of seed beds; how to plant, and the spacing of the beds; the best months for planting, and; irrigation, fertilization, and financial planning for strawberry planting and harvesting. Charts are included for the year 1976 that show the cost of planting seeds. The English text of this document is not available. pp. 17

Skills Training: Agricultural Production; Crop Production
Target Group: Hispanic
Language of Doc: Spanish
Type of Doc: Instructional Materials
Format: Report
CCC Location: WE

DOC. NO. 10.G8

Los Propositos de una Cooperativa Agricola
Capitola, CA: Central Coast Counties Development Corporation, 1977

This is an educational document describing and encouraging the formation of cooperative farms. An important and basic goal in forming agricultural cooperatives is employment; by working together the need for migratory work by farm workers can be eliminated. In the format of a handbook, this document is written completely in Spanish, but each chapter has a bilingual, Spanish-English terminology list at the end. It can easily be used for instruction in an agricultural occupations training program. Included is information on the election process for officers; the responsibilities of elected officers; the articles of incorporation; a detailed explanation of the role of the Board of Directors, the membership, and the executive director of a cooperative; a comparison of cooperatives with other non-profit and for-profit corporations. Humorous illustrations appear throughout the handbook. pp. 44

Skills Training: Agricultural Production; Farm Cooperatives; Farm & Ranch Management
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Handbook
CCC Location: WE

DOC. NO. 10.I1

Un Modelo de Junta de Organizacion; A Model of the Organizational Meeting
Capitola, CA: Central Coast Counties Development Corporation, 1976

This short document is a bilingual outline of a meeting in which officers are elected for the first time. It describes a meeting in which individuals are organizing themselves, and establishing procedures. The process may be adapted to any type of association or agency. It was developed by an agricultural occupations training program, and may be used by teachers, students or administrators. The document is written in Spanish and English. Part II are minutes of a sample meeting of a farm cooperative. One value of this document is that it shows how meetings may be conducted bilingually, without interfering with the transaction of business. pp. 6

Skills Training: Agricultural Production; Farm & Ranch Management; Farm Cooperatives
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 11.C1

Reading Comprehension CLOZE Test
Naranjito, PR: Centro Caribero De Adiestramiento, 1985

This reading comprehension test attempts to fulfill two objectives: first, to encourage development of English language skills; and second, to impart job-related information. In taking this test, the student reads an article relating the best way to develop a resume for the specific field in which the program provides training--computer programming. After reading, the student takes a comprehension test which includes activities such as naming the title and subtitle, filling in quotes from the article, and identifying some of the people interviewed. The test also includes a bonus and a "computer joke" to increase the students' interest. pp. 6

Skills Training: Computer Programming
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 11.C2

Newspaper Reading and Oral Reports
Naranjito, PR: Centro Caribero De Adiestramiento, 1985

This newspaper reading test is to encourage students to improve their reading comprehension by reading the newspaper, and to improve their English language skills by giving an oral report to the class. Students choose a date in advance and on that day, have a half hour to read the newspaper and prepare their report. The newspaper test acts as a practice exercise before the students give their oral reports, which are researched, on a Caribbean island of their choice. The students are evaluated on the basis of general information given; geography, history, people, education, literature, art and economy; resources used; use of audio-visual aids; oral presentation; dictation, reading, etc., and audience participation (i.e., are questions encouraged and answered). pp. 2

Skills Training: Computer Programming
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 11.C3

Sample Exam in Microcomputer Programming
Naranjito, PR: Centro Caribero De Adiestramiento, 1985

This sample exam tests both English language skills and job-related skills. The portion testing English language skills consists of matching a name or event recently in the news, with its description. The students obtain the information, both from their own reading,and from oral presentations made by other students during class time. The portion of the test which relates to computer progrmming skills evaluates students by requiring them to identify illustrations, fill in blanks with proper terms, and answer true-false and multiple-choice questions. pp. 3

Skills Training: Computer Programming
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 11.C4

Reading Comprehension in Computer Programming Exam
Naranjito, PR: Centro Caribero De Adiestramiento, 1985

This exam focuses on testing English language skills by using the vocabulary needed by a computer programmer. Writing numbers in both numeric and word form constitutes a portion of the test, and includes cardinal and ordinal numbers. The student is also required to fill in the blanks with the proper words in a paragraph about computers. The final and longest section tests reading comprehension by having the student read a short essay and then answer questions about it at the end. The questions consist of multiple choice and true-false questioning, ordering statements according to how they appeared in the text, and answering questions with sentences. pp. 5

Skills Training: Computer Programming
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 11.G1

Developing Resumes and Business Letters
Naranjito, PR: Centro Caribero De Adiestramiento, 1985

These materials teach students in the computer programming course how to develop resumes and business letters in order to help them obtain and keep a job. The material lists the parts of a business letter and uses an illustration to demonstrate where the parts belong. A sample letter with explanations of the different parts of a business letter provides an example, and student examples follow. The resume is taught in much the same way, using examples already developed by students. Students are instructed to include the following information: name, address, telephone number, job objective, education, work experience and special skills. A blank practice form is also provided so the students can make a preliminary draft. pp. 11

Skills Training: Computer Programming
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 12.A1

BVT Program for Chinese Chefs; Application Procedure
New York, NY: China Institute in America, 1979

This announcement outlines the background of the BVT program; that it is designed for Chinese with limited English speaking ability, and the rationale for the program; that there is a high demand for Chinese chefs and it is a skill that can be taught to unskilled, and possibly unemployed, workers. The announcement also provides information on the length of classroom instruction and field work, as well as the program's location. The subjects to be taught are listed: English language, history of Chinese and American culinary art, introduction to food service (food purchasing, storeroom procedures, kitchen demonstration,) nutrition, sanitation, cost control, first aid and others. The requirements are also listed: U.S. Citizen or permanent resident, 18 years or older, low-income, elementary school education, unemployed or under-employed and willing to learn. The announcement is in both English and Chinese. pp. 3

Skills Training: Chef/Cook, Chinese
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Outreach and Recruitment
Format: Announcement
CCC Location: NE

DOC. NO. 12.B1

Bilingual Chinese Chef Training Program Application
New York, NY: China Institute in America, 1979

This application form has all instructions written in both English and Chinese, and the student is allowed to answer in either English or Chinese. The type of information requested includes name, date and place of birth, resident status, address and telephone number. The student is also requested to list his/her educational and employment experience, present job, family background, i.e., relative's name, age, address, job and income, whether he/she is on welfare, reason for wanting to join the program, English language proficiency, years of studying English, other foreign languages known, Chinese dialects known, and how he/she heard about the program. Also included are samples of letters, in both English and Chinese, requesting interviews, and notifying of admission into or rejection from the program. pp. 10

Skills Training: Chef/Cook
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Intake and Orientation
Format: Application
CCC Location: NE

DOC. NO. 12.B2

Bilingual Chinese Chef Training Program Registration Materials
New York, NY: China Institute in America

These registration materials include a student agreement form, the registration form and a sample student identification card. The ID card lists the program's name and address, and has the student's name typed, signed and written in Chinese. The registration form, written in both English and Chinese, requests basic information such as name, sex, address, age, place of origin, telephone number, and social security/ green card number. It also asks for information on unemployment/welfare benefits, bank accounts, health insurance or Medicaid, and nearest relative. The student agreement, written in both English and Chinese, makes known to the incoming student his/her rights and responsibilities. Among other things, the student pledges to attend faithfully, to be cooperative, and to try diligently. The student is informed that he/she will have to work weekends and holidays, and that he/she will receive a subsidy. The form must be signed by the student, in order to participate in the program. pp. 8

Skills Training: Chef/Cook
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Intake and Orientation
Format: Student contract
CCC Location: NE

DOC. NO. 12.C1

Limited English Proficiency Screening Test
New York, NY: China Institute in America,

This 25-item screening test is used to assess general English proficiency of applicants to the bilingual vocational training program. Provided is a sample test and a completed one. All instructions on the test are given in both English and Chinese. Students are asked to write the English alphabet; fill in blanks in sentences demonstrating proper usage of verbs, pronouns and question words; choose the proper phrase to fit the sentence construction; provide opposites and the Chinese meaning for simple vocabulary and; translate questions into both English and Chinese. After translating the questions, the student is asked to answer them. The test requires that the student demonstrate mastery of simple grammatical concepts, a basic vocabulary and the ability to write time expressions. pp. 5

Skills Training: Chef/Cook, Chinese; Vocational English As A Second Language
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 12.C2

Sample LESA Examination for Bilingual Chinese Chef Training Program
New York, NY: China Institute in America, 1979

This diagnostic test consists of 75 multiple-choice questions covering a wide variety of grammatical concepts. These concepts include verb tense: word order in questions: prepositions; direct and indirect objects; adjectives and adverbs; conditional sentences; singular and plural noun forms; and, idiomatic expressions. As well as testing grammatical concepts, the students' vocabulary is tested both through specific questions aimed at vocabulary and because he/she must understand the vocabulary in each sentence to be able to correctly answer the question. A content analysis of the test is provided. pp. 11

Skills Training: Chef/Cook, Chinese; Vocational English As A Second Language
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 12.C3

BVT Program for Chinese Chefs: Final ESL Examination
New York, NY: China Institute in America, 1979

This English language proficiency test, assesses the student primarily on vocabulary and ability to communicate, rather than focusing on grammar. The first section of the test lists 12 nouns which the student is asked to change from singular to plural. The second section consists of 12 adjectives and asks the student to give the word with the opposite meaning. The third section asks the student to translate some sentences from English into Chinese, while the fourth section asks for Chinese to English translation. The final section consists of a short paragraph to be read, and then asks the student to answer 8 simple questions based on the reading. All directions for the test are given in both English and Chinese. pp. 5

Skills Training: Chef/Cook
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NE

DOC. NO. 12.G1

Bilingual Vocational Training Program for Chinese Chefs
New York, NY: China Institute in America, 1984

These exercises present the English language portion of the bilingual vocational training program for Chinese chefs. It is intended to be used to teach basic vocabulary to the student to enable him/her to function both in real life situations and in the kitchen of a Chinese restaurant. Specific topics include: meeting people; classroom instruction expressions; the subway; kitchen instructions; kitchen safety expressions; kitchen equipment; and, functioning at a bank, in the post office, and in the supermarket. All new vocabulary is presented in English and Chinese, both in vocabulary lists and exercises. The exercises feature conversations that two friends, the student and a stranger (i.e. a bus driver) or the student and his/her boss might have. Some exercises are also included to acquaint the student with American measurements (quarts, pints, etc.) and health regulations for restaurants. pp. 30+

Skills Training: Chef/Cook, Chinese; Vocational English As A Second Language
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Teaching exercise
CCC Location: NE

DOC. NO. 12.G2

China Institute's Bilingual Program to Train Chinese Chefs
New York, NY: China Institute in America, 1984

This is a course description for the three phases of the bilingual training program for Chinese chefs. The first part is the ESL instruction. The emphasis is on survival and job-specific English skills. The students learn basic grammar, everyday dialogue (bank, post office, supermarket, etc., situations), reading and writing skills and culinary vocabulary through class instruction, drills, use of cassette recorder, audio-visual aids and field trips. ESL is taught at the beginning and intermediate levels. The second phase involves kitchen practice. The students learn how to make various Chinese dishes by hands-on practice. They are also instructed in the special situation of American Chinese food. This phase ends with a supervised field practice period of about 6 weeks. The third phase teaches concepts of restaurant management such as nutrition, food purchasing, inventory, health regulations, cost control, and supervisory development. pp. 6

Skills Training: Chef/Cook, Chinese; Vocational English As A Second Language
Target Group: Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 12.G3

BVT Kitchen Practice Manual for Chinese Chefs
New York, NY: China Institute in America, 1979

This bilingual kitchen practice manual teaches the specific vocabulary and skills the trainees will need to obtain a job as a Chinese cook. The vocabulary lists are bilingual in English and Chinese. The first list contains general cooking terms (i.e., tender, tough, fresh, spicy, etc.). The second list contains cooking methods (i.e., stir-fry, broil, barbeque, marinate, etc.). The third list contains the names of cooking utensils while the fourth illustrates the cuts of meat in beef and pork. A list of the dishes taught in this BVT curriculum is included, listing over 50 dishes divided into the categories of standard restaurant, Cantonese, Hunan, Szechuan, Shanghai and Peking styles. Recipes for a few of the dishes taught are presented in both English and Chinese. The English version uses the vocabulary learned by the trainees. pp. 20+

Skills Training: Chef/Cook, Chinese
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Workbook
CCC Location: NE

DOC. NO. 12.G4

ESL Text Material; Beginning
New York, NY: China Institute in America, 1979

These materials are supplementary materials to the text used in the ESL course. These materials are divided into 3 parts, plus appendices. The parts consist of conversations, readings and tests. The material is intended to be introduced during the 3rd or 4th week of the ESL course. The subject of the conversations and readings focus on the problems and activities of daily life. Examples include, asking for directions, leasing an apartment, eating in a restaurant, meeting/ catching a plane, and buying clothing. All conversations and readings include vocabulary and practice exercises. The test section contains self-tests and exercises to be used in conjunction with specific lessons in the main text, English Step by Step with Pictures , by Ralph S. Boggs and Robert J. Dixson. The appendices include a map of the United States, the International Phonetic System, and hints on becoming a U.S. citizen. pp.101

Skills Training: Chef/Cook, Chinese; Vocational English As A Second Language
Target Group: Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 12.G5

ESL Text Material; Intermediate
New York, NY: China Institute in America, 1979

This material presents an intermediate level ESL course. The course is intended for students with a fair vocabulary in English but who need grammatical help and encouragement to participate in American daily life. The conversations and readings presented, cover daily life situations, such as going to the bank and opening a checking and/or savings account, renting an apartment, paying bills, going to the emergency room in a hospital, shopping for clothes, and ordering in a restaurant. Both the conversations and readings include vocabulary lists and practice exercises. There is also a section of tests and exercises to reinforce concepts learned earlier. The material also includes several appendices: a map of the U.S., hints on becoming a U.S. citizen, a sample apartment lease and explanations of aspects of American life. pp. 91

Skills Training: Chef/Cook, Chinese; Vocational English As A Second Language
Target Group: Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 12.G6

Cooking Curriculum of the BVT Chinese Chef Program
New York, NY: China Institute in America, 1979

This cooking curriculum lists, in both English and Chinese, the different dishes the students learn in the bilingual Chinese chef training program. The curriculum is divided into general, Cantonese, Hunan, Peking, Szechuan, Dim Sum, and dessert dishes. The student learns a variety of dishes in each category. Also included in this material are sample tests from the lesson on food and nutrition, cooking methods and food protection. The sample tests provide an example of the subjects taught in the respective areas. pp. 23

Skills Training: Chef/Cook
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 12.J1

BVT Chinese Chef Program: Forms for Student Evaluation of the Program
New York, NY: China Institute in America, 1979

This document provides the student with an opportunity to evaluate how the program helped him/her and to provide constructive criticism or suggestions for the program in general. All the instructions and questions are written in both English and Chinese. The student is first asked to provide language background, year studying English, and other languages known. The student has the opportunity to list the area in which he/she learned the most, learned least, and needs help. The student also evaluates the practicality of the program, the teaching material, textbooks, speed at which English was taught, use of English and Chinese in teaching, and the quality of the field trips. A space is left for any additional comments. pp. 4

Skills Training: Chef/Cook
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Staff Development & Training
Format: Survey
CCC Location: NE

DOC. NO. 13.B1

Intake Forms for BVT Para-Legal and Para-Accounting Programs
New York, NY: Chinatown Manpower Project, Inc., 1979

These materials include an interview form and questionnaire used to obtain information about applicants to the Para-Legal and Para-Accounting programs. The interview form provides questions that the interviewer can ask, but provides no space for writing the answers. The applicant answers questions which confirm the personal data he/she provided on the application, level of education and plans for future education, work experience, and other job-related items. The interviewer is also instructed to explain the training program and answer any questions. The applicant also fills out a self-evaluation questionnaire. The applicant answers questions which reveal attitudes about work, success, ambition, and motivation. It also asks what has most hampered the applicant from obtaining and keeping a job in the past, focusing on family problems, lack of education, experience or English proficiency and health problems. pp. 5

Skills Training: Accounting And Computing
Target Group: Asian
Language of Doc: English
Type of Doc: Intake and Orientation
Format: Interview form
CCC Location: NE

DOC. NO. 13.E1

Wang, Nora C.; Bancroft, Janet
Group and Individual Counseling: Program Description
New York, NY: Chinatown Manpower Project, Inc., 1979

This provides a description of the general counseling program offered to participants in the BVT program. The program is designed to help trainees with any adjustment problems they may be having, but it is specifically job oriented since the program objective is to help the trainees find jobs. The program lists five main objectives for its group and individual counseling: help trainees understand themselves and others; help trainees get used to a group setting; motivate trainees, train trainees to be assertive, aggressive and self-confident; and, prepare trainees for job seeking, job interview techniques, and how to stay on and move up in a job. The group counseling sessions are weekly and discuss the above issues while the individual counseling sessions can provide extra help in the above or any other problems the trainee may have. A list of curriculum materials are included also. pp. 8

Skills Training: Accounting And Computing
Target Group: Asian
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Course description
CCC Location: NE

DOC. NO. 13.E2

Wang, Nora.; Bancroft, Janet
Weekly Group Counseling Plans
New York, NY: Chinatown Manpower Project, Inc., 1979

The plans for the group counseling sessions are divided into: the title of the session, two per session; the objective, an expansion of the title; procedures such as exercises, lectures, discussions, role-playing; materials, books, pamphlets, films, and assignments. Some of the issues discussed include information on counseling; learning about and adjusting to differences between Chinese and American culture; life goals and job objectives; job orientation, including needs, qualifications, sources of job information, applications, interviews, starting properly, future prospects, and descriptions; finding one's way in the city; relationships with co-workers and supervisor, and training on the telephone. pp. 31

Skills Training: Accounting And Computing; Legal Assisting
Target Group: Chinese
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Employability development plan
CCC Location: NE

DOC. NO. 13.G1

Chan, Maria
Course Description for BVT Typing Course
New York, NY: Chinatown Manpower Project, Inc., 1979

This typing course is designed to teach typing skills that can enable the students to either obtain jobs as typists or to help them learn typing skills necessary for other types of jobs. The course is divided into two 12-week segments. During the first twelve weeks the student learns correct typing posture; control of the keyboard; correct typing techniques; proofreading skills; to compose at the typewriter; the proper procedure of typing various business forms: centered messages, personal notes, cards, letters, outlines, manuscripts, business letters, carbons and envelopes and; to follow directions given on typing. During the second 12 weeks the student improves the skills learned previously and develops the new skills of typing complex business forms; skills in technical English such as: word division, number guides, capitalization, etc.; developing good work habits and; building proficiency in mailing procedures. A list of curriculum materials is also included. pp. 7

Skills Training: Typing
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G2

Chan, Maria
BVT Typing Course Lesson Plan
New York, NY: Chinatown Manpower Project, Inc., 1979

These weekly lesson plans for the BVT typing course include the objectives to be accomplished each week. The first week the students learn the basic parts of the typewriter, posture at typewriter, setting margins, and introduction to home row keys and shift keys. Each week the lesson plan includes three or four objectives of increasing difficulty for the students to learn. The lesson plans also call for review of concepts learned the previous weeks, oral and practice drills and timed writing. A curriclum is also listed with each lesson plan that is to be used with that week's lesson. The lesson plans are in outline form to permit specifying tasks under the global objectives. pp. 4

Skills Training: Typing
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.G3

Chan, Maria
Course Description for BVT Basic Office Practice Course
New York, NY: Chinatown Manpower Project, Inc., 1979

The course is designed to be of a general nature to teach the students how to function in a variety of tasks in an office setting, and to give the student confidence in his/her ability to learn new skills while on the job. A goal of the program emphasized in the course description is to develop a sense of satisfaction about a job well done. The other goals of the program include training the student in basic office procedures; understanding the purpose of tasks he/she handles; training in specific areas such as accounting and adding machine operation, and central filing. A curriculum list is also attached. pp. 5

Skills Training: General Office Clerk
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G4

Chan, Maria
BVT Basic Office Practice Course Lesson Plans
New York, NY: Chinatown Manpower Project, Inc., 1979

Lesson plans are provided for each of the 24 weeks of the Basic Office Procedures course. The students are introduced each week to a new concept or machine such as: the accounting machine, the adding machine, manual billing, credit balance and filing. The lesson plans list the sub-topics needed to teach each new skill, practice exercises, review concepts, timed drills, and evaluations. Homework is also occasionally assigned. The students learn concepts of accounting machine operation; billing; keeping financial records; and filing alphabetically, numerically, by subject, and geographically. pp. 5

Skills Training: General Office Clerk
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.G5

Quan, K.S.; Tang, J.C.
Course Description for Para-Accounting Course
New York, NY: Chinatown Manpower Project, Inc., 1979

This course description provides the general objectives of the course as well as a detailed list of the specific subjects to be taught. The Para-Accounting course is designed to teach both office skill training and an advanced knowledge of accounting, so the student can obtain a position as an accounting clerk, accountant's assistant, or junior accountant. The general accounting procedures follow, though each is also split into more specific skills in the description: basic accounting procedures; departmental and payroll accounting; updating accounts by adjusting; partnership accounting; accounting control systems; accounting for taxes, notes, and drafts; corporation accounting; automated accounting systems; cost accounting; special problems in accounting for sales; management use of accounting data, and; business law. A list of curriculum materials is also included. pp. 11

Skills Training: Accounting And Computing
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G6

Quan, K.S.; Tang, J.C.
Lesson Plans for Para-Accounting Course
New York, NY: Chinatown Manpower Project, Inc., 1979

These weekly lesson plans consist of a section listing the plans themselves and another with a glossary of accounting terms in English with their Chinese equivalents. The glossary consists of approximately 400 terms and is, therefore, quite extensive. The weekly lesson plans break down the major topics into sub-topics to be dealt with each day, and each sub-topic is further divided into other sub-topics, so that a detailed listing of the course content is available. The weekly lesson plans also list times for class review, exercises, case studies, and tests. The course lasts 24 weeks. pp. 40

Skills Training: Accounting And Computing
Target Group: Asian
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.G7

Lee, Simon
Course Description for Para-Legal Course
New York, NY: Chinatown Manpower Project, Inc., 1979

This course description provides justification for the course, the general structure and the teaching methods, in addition to a listing of subjects to be taught. The justification includes the observation that the need for paralegals, in general, and bilingual paralegals specifically, is growing, but no bilingual program to train paralegals exists. The general structure covers the areas of intake interviewing, investigations, drafting standard and routine papers, representation at administrative hearings, and community outreach and education. The teaching method uses lectures, question and answer periods, problem solution workshops and role playing. Some of the skills listed under the subjects to be taught include general paralegal skills, structure of legal system; jurisdiction, legal interviewing, ethics, investigation, legal research, litigation assistantships, contracts, corporations, torts, negligence, trusts, immigration, and taxation. Also included is a curriculum materials list. pp. 14

Skills Training: Legal Assisting
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G8

Lee, Simon
Lesson Plans for Para-Legal Course
New York, NY: Chinatown Manpower Project, Inc., 1979

These weekly lesson plans include both a glossary of legal terms in English and Chinese and a detailed week-by-week listing of topics taught in the Para-Legal course. The glossary contains approximately 150 terms and is, therefore, extensive. The weekly lesson plans specify a general topic for each week and then show the breakdown by which that topic will be taught. Sometimes the breakdown appears in outline form and sometimes in paragraph form. Included in each day's breakdown are assignments of text to be read; exercises to be performed; when discussions, role playing, case studies, review and tests are to be held. The topic breakdown is detailed enough that it provides a good overview of the course. pp. 34

Skills Training: Legal Assisting
Target Group: Asian
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.G9

Liu, May
Course Description for English as a Second Language Course: Para-Accounting Program
New York, NY: Chinatown Manpower Project, Inc., 1979

This course description provides the main objectives for the course, and the methods by which those objectives will be taught. The main objectives are: to develop the student's linguistic and communicative competence in the language of ordinary conversation and job-related activities. Exercises include answering a want ad, communicating in a job interview, handling a business telephone, and accounting and business terminology. The skills taught are divided into four groups: aural, oral, reading and writing. The students learn to understand native speakers' speech, specifically related to accounting; answer and ask appropriate questions in a job interview or telephone situation; understand their accounting reading materials and the newspaper; and fill out job applications and write resumes. There is also a curriculum materials list included. pp. 10

Skills Training: Accounting And Computing; Vocational English As A Second Language
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G10

Liu, May
Lesson Plans for English as a Second Language
New York, NY: Chinatown Manpower Project, Inc., 1979

These lesson plans are listed by week, and include the general topics to be covered in class that week. Five topics are listed with specific tasks under each one. The five general categories include: the main textbook for the accounting course used for vocabulary, pronunciation, oral readings, prepositions and dictation; pronunciation drills used before the 10th week; grammar, idioms, and communication exercises, replaced sometimes by conversation or reading and oral practice. In addition to the general categories, specific topics such as resumes and job applications, role-playing, job interviews and telephone techniques are also taught. The final two weeks of the course allow time to help the student with job search and placement. pp. 171

Skills Training: Accounting And Computing
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.G11

Olbes, Guillermo
Course Description for English as a Second Language Course; Para-Legal Program
New York, NY: Chinatown Manpower Project, Inc., 1979

This course description lists the objectives of the course as well as the methods to be used in teaching those objectives. The objectives include learning a job-specific vocabulary (legal, commercial and business); how to write business letters; and, writing summaries and legal notes and briefs. The content of the course includes a review of the sound system, review and expansion of knowledge about the structure of the English language, and development of vocabulary and spelling. These skills will be taught orally (conversations, formal and informal reports, and writing and acting out dramas), through writing (summaries, compositions, business and legal forms, outlines and note taking), and through evaluations (oral and written quizzes, tests and examinations). A list of curriculum materials is also included. pp. 7

Skills Training: Legal Assisting
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G12

Olbes, Guillermo
Lesson Plans for English as a Second Language Course: Para-Legal Program
New York, NY: Chinatown Manpower Project, Inc., 1979

Each weekly lesson plan contains 3 to 5 major topics to be learned that week, with specific sub-topics listed under each major one. The possible major topics are vocabulary, spelling, grammar, writing, idiom study and dialogues. All are taught in a variety of ways, such as discussions, dictation, oral reading, drills, use of textbooks and exercises, improvisations, note taking, summarizing, and writing letters and reports. Also included is time to develop the special skills needed to fill job applications, write resumes, search for a job, and have a successful job interview. There is also a vocabulary spelling list for each week of the course, that includes both job-specific and general vocabulary that the student will need. pp. 18

Skills Training: Legal Assisting
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.G13

Yi, T.T.
Course Description for Bicultural Studies Course
New York, NY: Chinatown Manpower Project, Inc., 1979

This course description provides the objectives to be taught, and the lecture and discussion topics, of the course. The course is intended for Chinese immigrants of limited English proficiency, and is taught bilingually. The students gain the opportunity to learn about American culture, review aspects of the Chinese culture and learn ways in which the two cultures compare, contrast and complement each other. The objectives of the course are to help the student be proud of both traditions; help the student easily adapt to American culture, and; discover ways the two cultures complement each other. A sampling of the discussion topics follows: concept of culture, independence and interdependence, other-direction and self-direction, pluralism and singularity and esthetical continuum and theoretical continuum, and others. A list of curriculum materials is also included. pp. 7

Skills Training: Accounting And Computing; Legal Assisting
Target Group: Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 13.G14

Yi, T.T.
Lesson Plans for Bicultural Studies Course
New York, NY: Chinatown Manpower Project, Inc., 1979

Each weekly lesson plan provides: the topic for that lesson; the number of hours; the classes to which it will be taught, both Para-Legal and Para-Accounting; the objective, written in paragraph form; the process, always lecture and discussion, and the procedure, and expansion of the objective. The format is similar each week, with only the objective, or topic, changing. Some topics include: concept of culture, independence and interdependence, rights and duties, equality and inequality, closeness and respective distance, attention directed toward youth and respect paid to the elderly, introversion and extraversion, transformation of oneself, and transformation of environment. Also included is a copy of the first two lectures, "The Concept of Culture," and "Significances, Scope and Methods of the Studies," in both English and Chinese. pp. 78

Skills Training: Accounting And Computing; Legal Assisting
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 13.J1

Evaluation Forms for Teachers and Staff
New York, NY: Chinatown Manpower Project, Inc., 1979

This document consists of three separate evaluation forms. The first evaluates teachers and counselors in the training program. The evaluator checks ratings, from poor to excellent, in areas such as knowledge, preparation, sensitivity, ability to motivate, class control, and sincerity. There is also room for comments. The second evaluation form is for staff, and is completed by trainees. They rate the staff person in such areas as approach, efficiency, and relationship with trainee. There is also room for comments on this form. The third form is a follow-up form sent to graduates of the program. They are asked to provide employment information such as present job, position and salary, as well as a current address. The first form is written both in English and Chinese, and the other two are only in English. pp. 5

Skills Training: Accounting And Computing; Legal Assisting
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Staff Development & Training
Format: Teacher evaluation
CCC Location: NE

DOC. NO. 14.E1

Getting a Job
San Francisco, CA: Chinatown Resources Development Center, 1984

This is a six week curriculum unit for employment preparation. The material in this instructional manual was developed for use in the classroom by both students and instructors, and may be used by those seeking employment in any occupational field. Although it was originally developed for Asians, it is not limited to that ethnic group. There are sections included on resume writing, cover letters, job applications, want ads, job interviews and the job market. The author has provided examples of these items to more clearly illustrate them to the prospective job-seeker. Other items included in this document are: lists of want ad abbreviations; Job Hot Line telephone numbers; job search vocabulary; questions most often asked at interviews, and how to set up interviews by telephone. The job market exposure section discusses the San Francisco Bay Area. pp. 80

Skills Training: Vocational English As A Second Language
Target Group: Asian
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Instructional manual
CCC Location: WE

DOC. NO. 14.G1

Savage, K. Lynn; How, Mamie: Yeung, Ellen Lai-Shan
ICB - VESL; Integrated, Competency-Based, Bilingual Pre-Vocational English as a Second Language
San Francisco, CA: Chinatown Resources Development Center, 1982

A beginning level, or elementary English as a second language textbook, developed by CRDC and published by Scott, Foresman & Co., is aimed at groups of mixed language, age, gender and ethnicity. The book is part of a program for adults who want to learn English that will help them get and keep a job. The text is divided into units titled: Personal Data; Skills and Interests; Occupations and Duties; Maps and Directories, and; The Interview, Asking Questions. Within each unit, there are several lessons that include illustrations explaining concepts, and typical conversations between employers and prospective employees. Also included are exercises to find information in a telephone directory and vocabulary items to aid in identifying the skills of the job-seeker. pp. 204

Skills Training: General Office Clerk; Vocational English As A Second Language
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Textbook
CCC Location: WE

DOC. NO. 14.G2

Buidang, Hada
Automated Accounting for the Personal Computer
San Francisco, CA: Chinatown Resources Development Center, 1984

According to the course objective, this instructional manual is meant to "provide students with confidence in the use and understanding of a hands-on automated accounting system." This manual can be used for instruction of a beginning course in computerized accounting. It can be used with students of mixed age, language and ethniciy, with a previous knowledge of basic accounting, and an intermediate or advanced level of English. Specifically, the course teaches students to transfer their knowledge of the manual accounting method to a computerized method on an IBM Personal Computer. The manual consists of five basic sections titled: Introduction; General Ledger; Accounts Payable; Accounts Receivable, and; Payroll. Included are several blank forms for various accounting uses, charts showing system selection, and samples of on-screen menus. pp. 97

Skills Training: Accounting And Computing; Computer & Information Sciences
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 14.G3

Word Processing I
San Francisco, CA: Chinatown Resources Development Center, 1984

The author of this manual states that "this course is designed to assist students in developing the necessary skills and confidence in operating the IBM Displaywriter - Textpack 4." This material is aimed at students of mixed age, language and ethnicity. Along with the prerequisites of an ESL score of 400+, intermediate level typing, and typing speed of 45 wpm, the author suggests that the course be taken concurrently with Business English. Two basic sections comprise the manual. Orientation and Concepts, which consists of introduction to word processing, components and diskette handling. A second section called Basic Operations, includes basic computer functions, printing, format changes, and diskette tasks. Several illustrations show the keyboard, screen, printer, and printwheel. Sample letters and tests are also included. pp. 75

Skills Training: Word Processing; Computer & Information Sciences
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 14.G4

Word Processing II
San Francisco, CA: Chinatown Resources Development Center, 1984

This manual is a follow-up to Word Processing I, and the course objective is the same: "...to assist students in developing the necessary skills and confidence in operating the IBM Displaywriter - Textpack 4." This material can be used by groups of students of diverse ethnic backgrounds. Along with the prerequisites of an ESL score of 400+, intermediate level typing, and a typing speed of 45 wpm, the author suggests that the course be taken concurrently with Business English. This course contains sections that cover the following and other topics: create and revise multi-page documents; make page format changes for envelopes and alternate paper sizes; create and revise tables; use IBM Operator's Manuals, and; employment information on word processing jobs and skill requirements. Sample documents and keyboard illustrations are also included. pp. 84

Skills Training: Word Processing; Computer & Information Sciences
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 14.G5

Buidang, Hada
Accounting; Basic Course
San Francisco, CA: Chinatown Resources Development Center, 1984

This basic accounting course may be used by instructors for groups of students of diverse ethnic backgrounds, with an intermediate or advanced level of English, in a classroom situation. The objectives of the course are: 1) Know accounting terminology 2) Understand accounting principles and practices 3) Apply accounting procedures. The manual is divided into six main sections titled: Accounting Careers; Accounting for a Service Business; Accounting for a Merchandising Business; Automated Accounting System, and; Accounting System with Special Journal and Accounting Control Systems. The author has also included sample financial statements, ledgers, and eight-column worksheets. There are also charts to show accounting cycles, and systems' flowcharts to illustrate an accounting cycle in automated general ledger accounting. pp. 112

Skills Training: Word Processing; Computer & Information Sciences
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 14.G6

Electronic Display-Printing Calculator Course
San Francisco, CA: Chinatown Resources Development Center, 1984

This instructional manual can be used by students of different ethnic backgrounds, with an intermediate or advanced level of English, and also by instructors in a classroom situation. The course objectives are: "to utilize technique and skill development in touch operation on electronic display/printing calculators; to process business documents; to solve business math problems with machine assistance, and to understand the value and importance of display/printing calculators." Included are lessons on machine keyboard, technique practice, ten-key touch method, basic math functions as well as decimals, fractions, percentages and memory register. Other topics presented are, common business problems such as, sales mark-ups, interest, inventory and others. There are also tests and drills on accuracy, speed, and mastery. pp. 24

Skills Training: Machine Billing, Bookkeeping, & Computing; Accounting And Computing
Target Group: Asian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 14.I1

VESL Staff Development Project
California VESL Resource Directory
San Francisco, CA: Chinatown Resources Development Center, 1981

This directory is intended to help adult educators of limited English proficient (LEP) students locate programs and materials in the area of Vocational English as a Second Language (VESL). It can be used by administrators, teachers, curriculum developers and other persons interested in establishing instructional programs with VESL focus. The information can be used as a beginning in researching models and instructional materials for a VESL program. The directory is divided into three sections: a) Defining VESL - this section clarifies terms that have been used to describe various VESL approaches. b) Programs - this section offers a listing of existing programs in California (both public and private nonprofit) that provide VESL instruction. c) Materials - this section lists instructional materials and teacher reference materials available through commercial and non-commercial sources. A list of producers/publishers is also included. pp. 223

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Administration
Format: Directory
CCC Location: WE

DOC. NO. 14.I2

Promising Programs and Practices: Vocational Education for Limited-English-Proficient Students
San Francisco, CA: Chinatown Resources Development Center, 1985

This is a report and resource guide of practical information for educators involved in vocational education of limited English proficient students. Seven successful vocational programs in California were studied and their effective characteristics and practices were duplicated at four different sites in the state. Nine major features of promising vocational education programs are discussed. These are: 1) program approach; 2) program duration; 3) institutional support; 4) staff commitment; 5) Vocational English as a Second Language (VESL); 6) bilingual support; 7) counseling and guidance; 8) job development and placement, and 9) adaptation of existing courses and support services. Part II discusses eight practices of effective program operation. These include: 1) intake; 2) student orientation; 3) student assessment and placement; 4) VESL curriculum development; 5) VESL instruction; 6) counseling and guidance; 7) job development, and; 8) job placement. Various forms and lesson plans are included as exhibits. pp. 54

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 15.B1

Intake Forms for ESL and Vocational Training Program
Philadelphia, PA: Chinese Cultural and Community Center, 1977

This document consists of an application, entry form, exit form, and follow-up evaluation for the BVT Chinese chef training program. All materials are in both English and Chinese. The application asks for basic information as name, address, telephone number, age, social security and permanent resident number. The entry form repeats the above questions and also asks for information regarding length of time studying English, how long in the U.S., place of origin, previous and present occupation, and marital status. The exit form requests information regarding why trainee is leaving program, if and where he/she will be employed, salary, and how he/she benefitted from the program or would like to change the program. The follow-up form requests additional employment information such as; how job was located, if trainee is pleased with job, if trainee is working in cooking field, and if there are opportunities for advancement. pp. 6

Skills Training: Chef/Cook, Chinese
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Intake and Orientation
Format: Questionnaire
CCC Location: EC

77

DOC. NO. 15.C1

English as a Second Language; Final Test
Philadelphia, PA: Chinese Cultural and Community Center, 1977

This test evaluates many aspects of the students' English language ability. The student is required to answer open-ended questions; to respond in English regarding subject matter learned in cooking class, such as kinds of meat and vegetables, cooking methods, and writing out recipes; make sentences using groups of words given to him/her, fill in blanks in sentences demonstrating understanding of vocabulary and grammar and change sentences to negative, passive, or indirect quotation. The vocabulary is focused primarily, but not exclusively, on job specific language. pp. 6

Skills Training: Chef/Cook, Chinese
Target Group: Chinese
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: EC

DOC. NO. 17.E1

Job Readiness Skills and Competencies; Instructional Objectives of the Program
New York, NY: City College of New York, 1984

Instructional objectives of the Job Readiness Skills and Competencies are presented along with the specific skills for each objective. These include preparation for making occupational choices, possession of basic skills for the work place, and job-keeping skills. Lesson plans to help teachers identify goals for "Keeping Your Job" unit, and procedures for teaching specific skills to achieve those goals are discussed. Also, helpful hints for trainees to remember and practice in a workplace and the knowledge of payroll deductions, including federal income tax, state and local income taxes and social security withholding, are included. A course time line which covers an eight week curriculum is presented. Student evaluation forms for teacher's use are attached. pp. 15

Skills Training: Nursing Assisting
Target Group: Haitian
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Objectives
CCC Location: NE

DOC. NO. 17.G1

Instructional Objectives of Bilingual Nurse Assistant Program
New York, NY: City College of New York, 1984

This course description includes several sections. It first enumerates the skills the student will have upon completing the program. These include basic nurse assistant skills; communication and hygiene skills; basic health care skills such as: making beds, patient hygiene skills, use of bedpans; skills of handling stretchers, wheelchairs, walkers; patient nutrition; intermediate health care, back rubs, bed bath, and dressing/undressing patients; placement of patient in various body positions; special health procedures, collecting specimens; and advanced health procedure skills such as taking and recording vital signs, blood pressure and respiration. Included also is the course outline, showing which of the above skills is learned on a particular day in the 16-week course. Described also is the method by which the student learns and practices a particular skill. pp. 6

Skills Training: Nursing Assisting
Target Group: Haitian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Objectives
CCC Location: NE

DOC. NO. 17.G2

Nurse Assistant Skills and Competencies; Instructional Objectives of the Program
New York, NY: City College of New York, 1984

Instructional objecties of the Nurse Assistant Program are presented here. These are divided into specific skills and competencies. The basic skills presented are: nurse assistant skills, health care skills, patient hygiene skills, patient mobility skills, patient nutrition skills, intermediate health care skills, patient body structure and function skills, special health procedures and advanced health procedure skills. A course time line covering a 16-week period for teaching the above mentioned skills is presented. Also included are sample modules showing major objectives, enabling objectives and suggested instructional content and a chart to record student progress. pp. 7

Skills Training: Nursing Assisting
Target Group: Haitian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Objectives
CCC Location: NE

DOC. NO. 17.G3

Building Maintenance Skills and Competencies
New York, NY: City College of New York, 1984

Building Maintenance Skills and Competencies teaches skills relevant to the following areas: plumbing, electrical maintenance, carpentry, wall and ceiling maintenance, floor maintenance, masonry maintenance and roof maintenance. A sample course outline and a time line for this fourteen-week bilingual vocational training program in building maintenance skills is presented. Sample lesson plans list the materials required to teach each unit of instruction, its objectives and specific acivities. A student progress chart is also provided. pp. 10

Skills Training: Building Maintenance
Target Group: Haitian
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 18.G1

General Curriculum of Health Assistant Class - English and Vietnamese
Los Angeles, CA: Community Care and Development Services, 1976

This is a bilingual curriculum outline for a health assistant course that is part of a nursing assisting training program. It is intended that it be used by teachers for instruction, but it could also be used for program planning. Each heading, sub-heading, and items are written in English and Vietnamese. The subjects presented are: 1) Nursing Orientation; 2) Anatomy and Physiology; 3) First Aid; 4) Health History; 5) Ward Practices; 6) Introduction to Hygiene; 7) Use and Handling of Compressed Gas; 8) Vaccinations; 9) Nutrition and Diet Therapy; 10) Traction - Orthopedy; 11) Communicable Diseases in the Community; and 12) Laboratory. Some of the sub-headings include such topics as, mental health, ethics, medical terminology, safety and comfort of the patient, vital signs, care and handling of supplies, special diets, classification of foods, and basic laboratory techniques. pp. 4

Skills Training: Nursing Assisting
Target Group: Vietnamese
Language of Doc: English; Vietnamese
Type of Doc: Instructional Materials
Format: Outline
CCC Location: WE

DOC. NO. 18.G2

Vocational ESL for Health Assistant Class - English and Vietnamese
Los Angeles, CA: Community Care and Development Services, 1976

These lesson plans, primarily for vocabulary development, make up a unit of vocational English as a second language, for a nursing assisting training course. Part I is made up of six lessons of vocabulary medical words, in English and Vietnamese, followed by exercises of either matching words or sentence completion. The level of the material is for an intermediate to advanced ESL student with some nursing terminology experience. Part II consists of five lessons of colloquial expressions with examples of their use in sentences. Each sentence is written in English and in Vietnamese. Included are such expressions as: "out of order"; "all of a sudden"; "by the way"; "over and over"; "to fall in love"; and "to get rid of". In themselves, these lesson plans are not very extensive, but they can be used as part of another vocational ESL course. pp. 17

Skills Training: Nursing Assisting; Vocational English As A Second Language
Target Group: Vietnamese
Language of Doc: English; Vietnamese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 18.G3

Vocational ESL for Health Assistant Course
Los Angeles, CA: Community Care and Development Services, 1976

These lesson plans make up several units of a vocational English as a second language class for a nursing assisting training course. The level of the material is for an intermediate to advanced ESL student with some medical or nursing background. Dialogues, make up the first section, discussing applying to nursing school and interviewing for nursing school, with structural practice drills completing the section. In addition, six separate lessons include vocabulary practice and pronunciation of medical terminology; dialogues; reading comprehension exercises; language drills; sentence completion, and; conversation exercises. A three page review test is attached as an example test. All of the exercises, drills, and dialogues involve medical settings, and medical terminology. The material is completely in English. pp. 65

Skills Training: Nursing Assisting; Vocational English As A Second Language
Target Group: Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

81

DOC. NO. 21.I1

Bilingual Vocational Training Program
Crystal, TX: Crystal City Independent School District, 1979

This is a descriptive report on a bilingual vocational training project for Spanish speakers. Upon entrance to the program, trainees were pre-tested for language proficiency through specially designed interviews with the ESL instructor. Only those people with the greatest need were admitted into the program. Instruction for selected trainees was then tailored to individual language needs as well as to vocational objectives. Four clusters are reported on: communications, computation, auto mechanics, and building construction. The communications cluster included instruction in alphabetizing, pronunciation, dictionary skills, and written communication and correspondence. The greatest need in computation was found to have been the need to relate math concepts already learned to the vocational skill training. Instruction in auto mechanics focused on automobile components and use of testing equipment and repair tools. Included are vocabulary lists, worksheet samples, and progress charting forms. pp. 40+

Skills Training: Automotive Mechanics; Mathematics; Construction
Target Group: Mexican
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: MW

DOC. NO. 25.G1

Wilcox, Chester; Hahn, Song; Hahn, Lani
General Machinist Course Curriculum
Elk Grove, CA: Elk Grove Unified School District, 1986

This instructional manual contains a complete course outline for a general machinist training program and also a complete course outline for the VESL component. It is recommended that the textbook, Machine Tool Metalworking, 2nd ed., by John L Feirer, McGraw Hill, 1973, be used along with this instructional manual. Some of the areas presented in the manual are: Metal, the study of; Bench Metal Procedures; Bandsawing; Drilling Machines; Engine Lathe; Grinders and Abrasive Machining; and Computer Numerical Control. The VESL component contains: Lesson plans for vocabulary development; Teaching activities; and Specific work and social language vocabulary. There are several glossaries of technical terms with Vietnamese translations. This material can be used with very little adaptation since it is very thoroughly developed. pp. 200+

Skills Training: Machine Tool Operation/Machine Shop; Vocational English As A Second Language
Target Group: Vietnamese
Language of Doc: English; Vietnamese
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 25.G2

Johnson, Dennis; Thompson, David; Hahn, Song; Hahn, Lani
Electronics; Book I
Elk Grove, CA: Elk Grove Unified School District, 1986

This is Book I, of three, in a curriculum series developed by the Sacramento County Regional Occupational programs and Elk Grove Unified School District. It can be used along with the textbook, Basic Electronics, by Bernard Grob, 5th ed., McGraw Hill, 1984. It contains the following units: Electronics math; History of electronics; Tool use; Meters; Nature of electronics; Connectors/insulators; Components, and; Resistors. Book I covers 12 weeks of training. It also contains a VESL curriculum program that includes a program design, a lesson plan for vocabulary development, teaching activities, and social language vocabulary development. There are summaries of various chapters in Vietnamese and Cantonese. Also attached are lesson plans, teaching materials, homework assignments, lab experiments, and tests. It is very thorough and extensive. pp. 200+

Skills Training: Electrical & Electronic Technologies; Vocational English As A Second Language
Target Group: Vietnamese; Chinese
Language of Doc: English; Vietnamese; Cantonese
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 25.G3

Johnson, Dennis; Thompson, David; Hahn, Song; Hahn, Lani
Electronics; Book II
Elk Grove, CA: Elk Grove Unified School District, 1986

This is Book II, of three, in a curriculum series developed by the Sacramento County Regional Occupational programs and Elk Grove Unified School District. The textbook recommended for use with this manual is Basic Electronics, by Bernard Grob, 5th ed., McGraw Hill, 1984. It contains the following units: The electrical team; Ohm's Law; Watt's Law; Series resistive circuits; Parallel resistive circuits; Series parallel circuits; Magnet; Generators and motors; AC/DC electricity, and; Instrumentation. It covers 14 weeks of training and also contains a VESL curriculum component that includes a program design, a lesson plan for vocabulary development, teaching activities, and social language for vocabulary development. Summaries of various units are translated into Vietnamese and Cantonese. Also attached are lesson plans, teaching materials, homework assignments and tests. pp. 200+

Skills Training: Electrical & Electronic Technologies; Vocational English As A Second Language
Target Group: Vietnamese; Chinese
Language of Doc: English; Vietnamese; Cantonese
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 25.G4

Johnson, Dennis; Thompson, David; Hahn, Song; Hahn, Lani
Electronics; Book III
Elk Grove, CA: Elk Grove Unified School District, 1986

This is Book III, of three, in a curriculum series developed by the Sacramento County Regional Occupational programs and Elk Grove Unified School District. The textbook recommended for use with this manual is Basic Electronics, by Bernard Grob, 5th ed., McGraw Hill, 1984. It contains the following units: AC fundamentals; Circuit protection devices; Low voltage circuits; Communication systems; Graphic illustrations; Housewiring; Electrical energy and power; Inductance; Capacitance; and R,C, and L circuits. It covers 12 weeks of training and also contains a VESL curriculum component that includes a program design, a lesson plan for vocabulary development, teaching activities, and social language for vocabulary development. Summaries of various units are translated into Vietnamese and Cantonese. Also attached are lesson plans, teaching materials, homework assignments, and tests. pp. 200+

Skills Training: Electrical & Electronic Technologies; Vocational English As A Second Language
Target Group: Vietnamese; Chinese
Language of Doc: English; Vietnamese; Cantonese
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 26.G1

Welding Program Course Descriptions
Everett, WA: Everett Community College, 1982

This document titled, "Welding Course Descriptions", was developed as guidelines for instructors of welding of various ESL levels. Although these courses were designed for Vietnamese students, they may be used by students of diverse linguistic and ethnic backgrounds. The list of courses provides a description and objectives for each course. The prerequisites for each are also stated. These include: Blueprint and Layout; Introduction to Welding; Introduction to Welding II; Introduction to Welding III; Vocational Welding - Arc II SMAW; Vocational Welding - TIG and MIG; Fabrication Methods and Advanced Fabrication Methods. Also included in this package are a welder qualification test brief and planning sheet, an application for welder certification and a welder qualification plate. pp. 9

Skills Training: Welding Technology
Target Group: Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

DOC. NO. 26.G2

English for Food Technology
Everett, WA: Everett Community College, 1982

These tapes are meant to be used by ESL students in a Food Production, Management and Services program for limited English speakers with an intermediate level of proficiency. This package of 12 cassettes includes tapes with pronunciation exercises of cooking terms repeated individually and incorporated into complete sentences. These terms include "cooking verbs" in passive and imperative sentences, cooking utensils, table service, herbs and spices, and French food terms with their English definitions. Also provided, are pronunciation exercises of short, long and combinations of vowel sounds. There is a tape with simulated telephone conversations for job interviews and for making reservations; another repeats lists of deli sandwiches; and others present international and domestic menus. There are references to notebooks that are not included. pp.

Skills Training: Food Production, Management, & Services; Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Non-print
CCC Location: NW

DOC. NO. 27.A1

Brochures for Bilingual Vocational Training Program
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This package contains three brochures, used to announce and advertise bilingual vocational training programs, and related events. These brochures can be used by administrators and program coordinators to advertise bilingual vocational training programs developed for Hispanics and Chinese. The format can be used to produce similar ones for programs in other skills training areas and for limited English speaking students of other ethnic groups. One of the brochures was used for recruitment of participants for a medical assisting training program. It is written in English, Spanish, and Chinese, and includes the quarterly curriculum for the program. The second brochure is in Spanish and promotes the bilingual office skills training program, in the Hispanic community, around the San Jose, CA, area. The third brochure is an announcement, in English, of the project's end-of-year awards dinner. pp. 3

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: English; Spanish; Chinese
Type of Doc: Outreach and Recruitment
Format: Brochure
CCC Location: WE

DOC. NO. 27.C1

Stokes, Phillip F.
DeAnza College English Language Placement Test
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1977

The author of this document, an English language placement test, has copyrights to it. Its purpose is to determine the English proficiency level of the limited English speakers who take it. According to the test description, Part I tests listening comprehension, Part II tests the recognition of correct grammatical structures and functional word vocabulary, Part III tests the production of correct grammatical structures and vocabulary, and Part IV tests reading comprehension. These items are tested through the use of multi-choice picture or answer responses, partial statements as cues, and "fill-in" responses. Instructions to the students are given in the following languages: English, Spanish, Chinese, French, Vietnamese, Korean, Japanese, and Persian. Included are instructions for administering the test. pp. 20+

Skills Training: Vocational English As A Second Language
Language of Doc: English; Spanish; Chinese
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: WE

DOC. NO. 27.D1

BVT Trainee's Attitude Surveys
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

The Foothill-DeAnza College Bilingual Center has developed this Trainee's Attitude Survey form to gather information on student's opinions about a bilingual vocational training program. Although this document was used to evaluate a training program in medical assisting for Hispanics and Chinese students of limited English speaking ability, it can be applied to any bilingual vocational training program with students of diverse ethnic backgrounds. This survey can be used by instructors, project coordinators and administrators to evaluate other such programs. Included are a general program rating chart, written response questions to rate instruction, counseling services, tutoring services, and the educational material used in the classes. There are also sections for general comments, and suggestions for materials that can be included in the training program. pp. 4

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: English
Type of Doc: Evaluation, Trainee
Format: Survey
CCC Location: WE

DOC. NO. 27.E1

Moeller, Margus C.
Refusing Invitations and Requests
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This document describes a computer program that intends to: 1) provide the student with a basic introduction to refusing invitations and requests; 2) introduce students to the formal and informal registers of refusing in the context of the workplace, and; 3) provide students with practice in choosing correct refusals in given situations that they may actually experience themselves. The program is directed towards intermediate English students in various career fields. Also included is a section on English idioms and a glossary of words and phrases. The format consist of a series of short dialogues depicting hypothetical situations, in which one speaker is asked something by another, and the first speaker provides the correct response. Multiple-choice exercises are included to test the social correctness of the response. The name of the computer program is not included in the document. pp. 19

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Instructional manual
CCC Location: WE

DOC. NO. 27.E2

Seeking Employment - Learning Module
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1978

The goal of this learning module is to prepare the student to "apply for a job demonstrating...knowledge of acceptable business letter style and layout and resume and application form preparation that...will begin and maintain a personal employment file". Learning activities that support the attainment of the goal are outlined. This module is meant to be handed out to students and is written in a style that directly speaks to the student. It can also be useful to teachers, counselors, job developers, and anyone working in an employment preparation program. Included also is a self-assessment unit that has a Personality Mosaic Checklist and Personal Skills Checklist, and the student is taught to evaluate the results of the tests. This material has extensive examples of resume styles and letter layouts. pp. 22

Skills Training: Vocational English As A Second Language; Medical Assisting
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Lesson plans
CCC Location: WE

87

DOC. NO. 27.G1

Bandeira-Locci, Lois, Ph.D.
Electricity As A Second Language; Introduction to D.C. Electricity for Students of English As A Second Language
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1984

The intended audience of this vocational ESL curriculum is a group of limited English speakers of diverse ethnic backgrounds, who have a limited or no knowledge of basic electronics. The recommended prerequisite is that the student have a score of at least 50% on the English As A Second Language Placement Test. This "text-workbook", as the author calls it, may be used by both instructors and students in a classroom situation. According to the introduction, the purpose of this document is "to prepare students of English as a second language for beginning courses in D.C. electricity." Included in the manual, are units that introduce basic concepts of electricity, vocabulary items, symbols, abbreviations and related math. The author has provided four units of learning activities. pp. 94

Skills Training: Electrical And Power Transmission Installation; Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Workbook
CCC Location: WE

DOC. NO. 27.G2

Bandeira-Locci, Lois, Ph.D.
Electricity As A Second Language; Introduction to D.C Electricity for Students of ESL - Instructor Supplement
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1984

This document is an instructor's supplement, and is meant to be used by instructors in a classroom, along with the text-workbook, Electricity As A Second Language, in a course of basic electricity for limited English speakers of various ethnic and linguistic backgrounds. The recommended prerequisite is that the student have a score of at least 50% on the English As A Second Language Placement Test. The author has provided what she calls "Module Summaries" in Spanish, Vietnamese and Chinese, which summarize the material for native speakers of these languages in order to improve comprehension. This package also provides the instructor with pre-tests and post-tests, answer sheets and answer keys for these, survey forms for gathering pertinent information from the students, a project abstract, and a brief description of Foothill- DeAnza College's bilingual vocational program. pp. 65

Skills Training: Electrical And Power Transmission Installation; Vocational English As A Second Language
Language of Doc: English; Spanish; Chinese
Type of Doc: Instructional Materials
Format: Teacher guide
CCC Location: WE

DOC. NO. 27.G3

Health, Final Exam; Chinese - English
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This is a bilingual final examination for a health education class and/or a first aid class for Chinese students of limited English-speaking ability. The exam is in two sections, one completely in English and one in Chinese. The English section can be administered to limited English-speakers of diverse linguistic and ethnic backgrounds. It can be used by instructors and students in a classroom situation. There are one hundred true or false and multiple choice questions covering material such as: drug and alcohol abuse, first aid for burns, bone fractures, treatment for frostbite, bandaging techniques, spinal injuries, treatment of drowning victims, treatment of victims of automobile accidents, first aid for shock, treatment of mental and emotional disturbances, the Heimlich Maneuver, heart attacks, mouth to nose ventilation, and several other topics. pp. 22

Skills Training: Medical Assisting
Target Group: Chinese
Language of Doc: Chinese; English
Type of Doc: Instructional Materials
Format: Test material
CCC Location: WE

DOC. NO. 27.G4

Vocational English As A Second Language; Course Description
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1981

This document describes a series of vocational ESL courses in the Language Arts Division of DeAnza College. The courses are: English for Automotive Technology; English for Allied Health Careers; English for Machine Tool Trades; English for Data Processing; English for Electronics Careers. Each course description includes goals, methods of instruction, performance objectives, language content, evaluation, and the textbooks and/or materials available for teaching the course. It is stated that students "will apply and further develop skills in listening, speaking, reading and writing by improving their ability to meet the following occupational language demands:" complete job applications and other work related forms; identify and name all essential job-related tools and equipment; and several other demands are included. This document could be very useful in planning VESL curriculum. pp. 14

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

89

DOC. NO. 27.G5

Intercultural Studies Division; Course Descriptions
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This material describes vocational education courses from the Intercultural Studies Division of DeAnza College. The courses are: Introduction to Vocational Cross-Cultural Education; Vocational Planning; Vocational Orientation and World of Work; Bilingual Cross-Cultural Vocational Training, and; Pre-Vocational Training. Each course description includes expected outcomes or skills the student will acquire, the content of the course and the instructional method employed, a method of evaluation, and an extensive bibliography. All of the courses are part of series "designed to reinforce basic English language instruction and to provide the student with vocabulary and grammatical structures with the accompanying social rules appropriate to the world of work." These course descriptions can be used by teachers in curriculum development and planning. pp. 19

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

DOC. NO. 27.G6

Bilingual Vocational Clerical Aide and Accounting Assistant Program Curricula
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

In this document two curricula for bilingual vocational clerical aide and accounting assistant programs are presented. These can be used by instructors, administrators and program coordinators to develop similar programs. The intended participants in these bilingual vocational training programs are Hispanics and Asians with limited English speaking ability, but the program may be applied to any ethnic group. Included are course numbers and titles, course descriptions, and the number of units and hours per course. The following courses are described in the curricula: different business courses, different levels of Spanish, English as a second language classes, accounting, business math, speech, job preparation and Chicano studies. The course work in the clerical aide program has been divided into four quarters with change options, depending on the student's English ability. pp. 9

Skills Training: Accounting And Computing; General Office Clerk
Target Group: Hispanic; Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

DOC. NO. 27.G7

Health Examination; Spanish
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This package contains two health examinations in Spanish that can be used together or separately in a First Aid class or in a Health Education class. They may be used in a classroom situation by instructors, for students whose native language is Spanish and who have a limited knowledge of English. There are true and false questions, multiple choice, and matching questions. These questions cover topics such as drug and alcohol abuse, first aid for burns, bone fractures, accidental poisonings, artificial respiration, muscle strain, poisonous snake and insect bites, heat stroke and heart failures. Although the first part of the exam is numbered from one to one hundred, it is separated at number fifty into two parts, which can be used independently of each other. The second exam has fifty questions and is self-inclusive. pp. 17

Skills Training: Medical Assisting
Target Group: Hispanic
Language of Doc: Spanish
Type of Doc: Instructional Materials
Format: Test material
CCC Location: WE

DOC. NO. 27.G8

Course Outline for Medical Assisting 302
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This course outline may be used by instructors for planning a class in medical assisting for limited English speakers of intermediate or advanced ability. The catalog course description defines Medical Assisting 302 as an "orientation to medical terminology; basic structure of medical terms and their components - prefixes, suffixes, roots and combining forms - with emphasis on analyzation, meaning, spelling and pronunciation; building a medical vocabulary applicable to the specialties of medicine." The outline includes such items as expected outcomes, texts, references, objectives, minimum student materials, minimum college facilities and methods of evaluation. Some of the topics covered in the course are: prerequisites to mastery of medical terminology; anatomical systems; abbreviations and symbols, and; medical specialties. pp. 3

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

DOC. NO. 27.G9

Medical Terminology; Spanish, Chinese, and English
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This document contains two lesson plans which can be used by students and instructors in a medical assisting class for groups of Hispanic and Chinese students of limited English-speaking ability. Although these documents are in Spanish and Chinese, they may be useful as samples in creating similar ones in other foreign languages. Included in these lesson plans, are lists in Spanish of medical terminology naming various fields in the medical profession, and some teaching specialties with their definitions in Spanish. A similar list in Chinese is also included, but the definitions are in English. There is also an examination in Spanish that tests knowledge of medical terminology such as, tonsilectomy, electrocardiogram, etc., and asks for the names and functions of some of the medical specialists included in the terminology lists. pp. 11

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: Spanish; Chinese; English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 27.G10

Lista Medica de Abreviaciones
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This is a list of abbreviations of English medical terminology with the definitions in Spanish. This document was originally developed for a medical assisting course for Hispanic students and can be used by instructors in a classroom situation. Although it was meant for Hispanics with limited English ability, a similar document can be develped for students of other linguistic groups. These abbreviations can be helpful to medical personnel, medical clerical workers for use in hospitals and medical offices, and on patient information forms. This 10-page list includes medical terminology related to illnesses, medications, medical procedures, equipment, medical organizations and personnel, names of medical specialties, measurements of liquid, solid, distance and temperature, and anatomical nomenclature. pp. 10

Skills Training: Medical Assisting
Target Group: Hispanic
Language of Doc: Spanish
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 27.I1

Britton-del Rio, Augusto, Ph.D.
Project Salud, A Bilingual Vocational Training Program; Final Evaluation Report
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1979

This project evaluation, conducted and written by an outside evaluator, can be useful to instructors and administators planning to create or evaluate a bilingual vocational training program. The document includes pertinent information, such as a program description, goals and objectives, a complete curriculum that provides details of courses and their prerequisites, instructional staff, counseling and support services, the evaluation plan, instructors' and students' ratings, and staff development. There is also an outcome evaluation that shows performance on the ILYIN oral test, results of the program, its impact on the trainee's income, and students' GPA on the Medical Terminology course. Included, are significant statistics and a project organizational chart. pp. 21

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 27.I2

Project SALUD; Final Project Report
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1979

This final project report is part of a total report that includes an evaluation design and a program evaluation. It can be useful to program administrators and coordinators in bilingual vocational training development. Project SALUD was created mainly to train Hispanics and Asians but this report may be applied in the development of bilingual programs for other ethnic groups of limited English speaking ability in various skills training areas. This document is composed of several sections that cover the following areas: program objectives, major activities, problems, publicity activities, dissemination, progress on data collection, evaluation plans and procedures, and staff development. Included in the report are a list of local and non-local dissemination agencies, a sample certificate of completion, and English and Spanish posters. pp. 17

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 27.I3

Britton-del Rio, Augusto, Ph.D.
An Evaluation Design for a Bilingual Vocational Education Program
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1979

Although this evaluation design was developed to conduct an evaluation of a bilingual vocational education program titled, Bilingual Accounting and Clerical Aide Programs for Spanish speaking Persons, Project Description, it can be applied to other training programs as well. It can be useful to program administrators and also to program coordinators. This document was produced by an evaluator outside the Foothill-DeAnza district. According to the introduction, the evaluation is a "systematic on-going process of information gathering for the purpose of forming judgements which in turn are to be used in decision making." There are various sections titled; Process Evaluation, Outcome Evaluation, Evaluation Plan, Sampling, Data Gathering, and Data Analysis. Also a project schedule and an itemized list of projected report costs are attached. pp. 6

Skills Training: Medical Assisting
Target Group: Hispanic; Chinese
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 27.I4

Bilingual Accounting and Clerical Aide Program for Spanish-speaking Persons - Project Description
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1975

The Bilingual Center at the Foothill-DeAnza Community College District prepared this project description, that can be used by administrators for program planning and by instructors for curriculum development of bilingual accounting and clerical aide programs. This project description defines a bilingual program developed primarily for Spanish-speaking persons with limited English ability or non-English-speaking students. Provided in this document are complete curricula that include business, math, and vocational Spanish courses. There is also information on instruction, project objectives, recruitment of students, an illustrated program chart, a project schedule divided by quarters, a section on the accomplishments of the project, and a list of project personnel. Also included is a guideline for evaluating the project and the instruction. pp. 15

Skills Training: General Office Clerk; Accounting And Computing
Target Group: Hispanic
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 27.I5

Project VALE; Final Performance Report
Sunnyvale, CA: Foothill-DeAnza Community College, Bilingual Center, 1980

This final performance report for Project VALE, Vocational Assistance in Language and Electronics, is an extensive documentation of a BVT program's successes, and problems. It is divided into six sections that cover: Accomplishments; Program Implementation; Problems; Program Modifications; Activities and Events, and; Evaluation. This document can be a great resourse for administrators and program planners involved in employment training. The section on accomplishments presents the goals and objectives of the training program. Section 2 discusses the project schedule, staff utilization, and course descriptions. Programmatic and student problems are presented in section 3. The section on evaluation is a separate report with a detailed table of contents and a summary with conclusions. An appendix includes several news releases written in English and Spanish. pp. 50+

Skills Training: Electrical & Electronic Technologies
Target Group: Hispanic
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: WE

DOC. NO. 29.G1

Word / Information Processing and Text Editing Course Description
New York, NY: H A C E R, Inc., 1983

The two phases of this bilingual vocational training program in word processing are described here. The first phase deals purely with typing, though the actual typing is done on a microcomputer. The goal of this phase is to improve the student's typing skill to the point that he/she is completely familiar with the letter, figure and symbol keys of the keyboard and has well-developed speed, control and accuracy. The student is ready for entry-level clerical employment by the end of phase one. The second phase improves the typing skills, and teaches new skills such as proper form for business correspondence, letters, memos, messages, manuscripts and envelopes, proofreading, and text editing. These skills are all learned on the microcomputer. Attention is also paid to developing job-specific English skills and to providing information on how to find and keep a job. pp. 5

Skills Training: Word Processing
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 29.82

Business English
New York, NY: H A C E R, Inc., 1982

This Business English curriculum presents six units on the following topics: job skills and techniques including resume writing, how to interview, and how to fill out employment applications. The office procedures unit includes how to use a typewriter, telephone and office filing system. Units 3-6 cover business English, including grammar, parts of speech and sentence structure, punctuation marks and their correct use, rules for using numbers, fractions, decimals, percentages, Roman numerals, abbreviations, word division and capitalization. Also in this unit is how to write business letters, including their different parts and styles. pp. 12

Skills Training: General Office Clerk; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: NE

DOC. NO. 29.I1

Microcomputer Training and Text Editing Systems Project
New York, NY: H A C E R, Inc., 1982

This project report provides an overview of the microcomputer training project and the text editing systems unit. Descriptions of trainees recruitment/placement procedures, program orientation, program guidelines, in-house training, career planning activities, personal counseling/support, participant evaluation and project outcomes are provided. The curriculum of the business English component of the microcomputer training project covers the following: job search skills; office procedures; business English, oral, aural and written for business purposes. Also included are descriptions of typing software used to teach basic typing skills. Instructional objectives for text editing systems are described, which are: to provide trainee with working knowledge of Wordstar word processing systems; the MailMerge and ApplePost programs; to use the proofreaders marks; and to use standard business formats on a word processor. pp. 32

Skills Training: Word Processing
Target Group: Hispanic
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: NE

DOC. NO. 30.G1

Air Conditioning Technician Program - Course Outlines
Houston, TX: Houston Community College, 1985

This is a set of course outlines for a vocational training program in air conditioning. Brief task lists are provided for four 120-hour courses. They are: Introduction to Refrigeration; Introduction to Electricity; Refrigeration System Components; and Basic Electric Control Systems. Topics for eight weeks of lessons are outlined. The major topics are a) refrigeration and air conditioning theory, including heat and temperature, pressure, heat transfer, energy and refrigerants; b) tools and materials, including functions and safety; c) electrical theory, with circuits, tools, and safety; d) electrical test equipment, and refrigeration components, including cycles, metering, evaporation, and condensors. The outlines could be modified for use with a variety of written materials and combined with hands-on instruction. pp. 12

Skills Training: Cooling And Refrigeration
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: MW

DOC. NO. 32.C1

Testing and Assessment Materials for Vocational Technical Students
Bethel, AK: Kuskokwim Community College, 1977

This test material was developed by Kuskokwim Community College to assist in assessing and evaluating students to "help the teaching staff provide (the student) with the courses and materials (the student) needs." It appears to have been used also to assess a student before admitting him/her into the welding technology training program. Included are tests with these titles: Test-Basic Communications Skills; Diagnostic Test in Basic Communications; Gas Welding Questionnaire; ARC Welding Questionnaire; Pre-test in Basics of ARC and Gas Welding, and; Program Evaluation Check List. These test materials can be used by teachers or counselors in assessing students for any type of bilingual vocational training program. They may be easily adapted for use with other target groups. pp. 14

Skills Training: Vocational English As A Second Language; Welding Technology
Target Group: Eskimo
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: NW

DOC. NO. 32.G1

Alexie, Nels
Small Engine Repair Course Outline
Bethel, AK: Kuskokwim Community College, 1977

This curriculum for a course in small engine repair was produced for Eskimos by Kuskokwim Community College. It can be used by instructors in planning a basic small engine repair class for students of diverse ethnic backgrounds, and the Yupik sections can be translated into other languages. This document contains the following sections: Course Outline; Diagram of Cycle Engine; Steps in the Operation of a Two-Stroke Cycle Engine, and; a Questionnaire for Small Engine Repair Class. The course outline includes activities, materials needed for the course, and objectives and concepts for a course in small marine engines. Also included, are illustrations of a small engine with labels both in English and Yupik, "fill-in" exercises, and a students' questionnaire in both languages that solicits basic engine functions and concepts. pp. 23

Skills Training: Small Engine Repair
Target Group: Eskimo
Language of Doc: English; Yupik
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NW

DOC. NO. 34.G1

Ly-Wallace, Hieu, Translator
A C Electronics: Vietnamese Translation
Lansing, MI: Lansing School District, 1985

This is a Vietnamese reading guide for the A C Electronics text published by Heath Co., Benton Harbor, MI. The Vocational Bilingual staff of the Lansing School District developed a reading guide for the electronics text and has attempted to adapt and translate the electronics course objectives and curriculum into Vietnamese in order to assist the bilingual student. This reading guide is completely in Vietnamese with each typed page corresponding to the page in the text. The translation reflects the idea presented in either the text or the reading guide. Translating highly technical terms into an Indochinese language is very difficult. In some cases there is a very lengthy translation for a very short word and vice versa. This guide will be very useful for electronics teachers of Vietnamese students whether they use the above textbook or not. pp. 71

Skills Training: Electrical & Electronic Technologies
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Reading Guide
CCC Location: EC

DOC. NO. 34.G2

Nanthavongsa, Manivong, Translator
A.C. Electronics: Lao Translation
Lansing, MI: Lansing School District, 1985

This is a Lao reading guide for the A C Electronics text published by Heath Co., Benton Harbor, MI. The Vocational Bilingual staff of the Lansing School District developed a reading guide for the electronics text and has attempted to adapt and translate the electronics course objectives and curriculum into Lao in order to assist the bilingual student. This reading guide is completely in Lao with each typed page corresponding to the page in the text, although sometimes two typed pages have been used to correspond to a text page. Since translating highly technical terms into any language is very difficult, in some cases there is a very lengthy translation for a very short word. The Lao reading guide is twice the size of the Vietnamese guide. This guide will be very useful for electronics teachers of Lao students whether the above text is used or not. pp. 204

Skills Training: Electrical & Electronic Technologies
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Reading Guide
CCC Location: EC

DOC. NO. 34.G3

Vang, Kao Translator
A.C. Electronics: Hmong Translation
Lansing, MI: Lansing School District, 1985

This is a Hmong reading guide for the text A C Electronics published by Heath Co., Benton Harbor, MI. The Vocational Bilingual staff of the Lansing School District developed a reading guide for the electronics text and has attempted to adapt and translate the electronics course objectives and curriculum into Hmong to better assist the bilingual student. This reading guide is completely in Hmong, with a few terms in English, with each typed page corresponding to the page in the text. The translation reflects the idea presented in either the text or the English reading guide. This guide will be very useful for electronics teachers of Indochinese students, whether the above text is used or not. The material can easily be adapted for other types of electronics courses. Since translating technical terms into an Indochinese language is so difficult, this document is very valuable. pp. 57

Skills Training: Electrical & Electronic Technologies
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Reading Guide
CCC Location: EC

DOC. NO. 34.G4

Vang, Kao, Translator
Home Maintenance, Glossary; Hmong
Lansing, MI: Lansing School District, 1985

This document is a glossary of home maintenance terms in English with bilingual English - Hmong definitions. It was apparently intended to be used in conjunction with a textbook, but no information about the book is provided. The translator, while supplying the Hmong definitions of these terms, has not attempted to translate the terms themselves. This vocabularty list can be used in a classroom situation by an instructor in a home maintenance class with limited English speakers, whose native language is Hmong. There are non-sequential chapters which include information on: tools, care of tools and equipment, plaster and dry-wall repair, replacing a plug fuse, hardware, setting up a workshop at home, and safe use of electrical devices. The Bilingual Vocational Program of the Lansing School District may be contacted for more information. pp. 50+

Skills Training: Housing/Home Maintenance
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G5

Nanthavongsa, Manivong, Translator
Home Maintenance, Glossary; Lao
Lansing, MI: Lansing School District, 1985

This document is a glossary of home maintenance terms in English with bilingual English - Lao definitions. It was apparently intended to be used in conjunction with a textbook, but no information about the book is provided. The translator has supplied the Lao definitions of these terms, as well as their Lao equivalents. This vocabulary list can be used in a classroom situation by an instructor in a home maintenace class with limited English speakers, whose native language is Lao. There are non-sequential chapters which include information such as: tools, care of tools and equipment, plaster and dry-wall repair, replacing a plug fuse, fasteners and other hardware, setting up a workshop at home, and safe use of electrical devices. The Bilingual Vocational Program of the Lansing School District may be contacted for more information. pp. 75+

Skills Training: Housing/Home Maintenance
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G6

Ly-Wallace, Hieu, Translator
Home Maintenance, Glossary; Vietnamese
Lansing, MI: Lansing School District, 1985

This document is a glossary of home maintenance terms in English with bilingual English - Vietnamese definitions. It was apparently intended to be used in conjunction with a textbook, but no information about the book is provided. The translator, while supplying the Vietnamese definitions of these terms, has not attempted to translate the terms themselves. This vocabulary list can be used in a classroom situation by an instructor in a home maintenance class with limited English speakers, whose native language is Vietnamese. There are non-sequential chapters which include information such as: tools, care of tools and equipment, plaster and dry-wall repair, replacing a plug fuse, plumbing, hardware, weather-stripping, and safe use of electrical devices. The Bilingual Vocational Program of the Lansing School District may be contacted for more information. pp. 50+

Skills Training: Housing/Home Maintenance
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G7

Vang, Kao, Translator
Dictionary of Accounting, Terminology; Hmong
Lansing, MI: Lansing School District, 1985

This document is a dictionary of accounting terms in English with bilingual English - Hmong definitions. This alphabetized list of terms can be used in a classroom situation by an instructor in a beginning accounting class with limited English speakers whose native language is Hmong. On the left side of the page, is the English term and its definition, and on the other side is the English term and the Hmong definition. The author, while supplying the Hmong definitions of these terms, has not attempted to translate the terms themselves. This dictionary includes, not only one-word terms, but also descriptive phrases of accounting concepts. One may find words and phrases such as the following: ABA numbers, account form of balance sheet, cash payments journal, direct write-off of uncollectible accounts, maker of a note, and profit. pp. 89

Skills Training: Accounting And Computing
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G8

Nanthavongsa, Manivong, Translator
Dictionary of Accounting, Terminology; Lao
Lansing, MI: Lansing School District, 1985

This document is a dictionary of accounting terms in English with bilingual English - Lao definitions. This alphabetized list of terms can be used in a classroom situation by an instructor in a beginning accounting class with limited English speakers whose native language is Lao. On the left side of the page is the English term and its definition, and on the right side is the Lao definition. The author, while supplying the Lao definitions of these terms, has not attempted to translate the terms themselves. This dictionary includes, not only one-word terms, but also descriptive phrases of accounting concepts. One may find words and phrases such as the following: ABA numbers, account form of balance sheet, cash payments journal, direct write-off of uncollectible accounts, maker of a note, special amount column, and optical character reader. pp. 142

Skills Training: Accounting And Computing
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G9

Ly-Wallace, Hieu, Translator
Dictionary of Accounting, Terminology; Vietnamese
Lansing, MI: Lansing School District, 1985

This document is a dictionary of accounting terms in English with the Vietnamese equivalents and definitions. This alphabetized list of terms can be used in a classroom situation by an instructor in a beginning accounting class with limited English speakers, whose native language is Vietnamese. On the left side of the page is the English term and its definition, and on the right side is the Vietnamese term and definition. In some cases, the author has not attempted to translate certain terms, and has simply left the English term and defined it in Vietnamese. This dictionary includes, not only one-word terms, but also descriptive phrases of accounting concepts. One may find words and phrases such as the following: ABA numbers, account form of balance sheet, cash payments journal, and direct write-off of uncollectible accounts. pp. 89

Skills Training: Accounting And Computing
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G10

Vang, Kao, Translator
Cosmetology Terminology; Hmong
Lansing, MI: Lansing School District, 1985

The Bilingual Vocational Program of the Lansing School District has published this vocabulary list of cosmetology terminology in Hmong. This instructional material can be used by an instructor in a beginning cosmetology class with a group of limited English speaking students whose native language is Hmong. The document defines one-word terms as well as descriptive phrases of cosmetology concepts. Each English term is translated into Hmong, divided into syllables to facilitate pronunciation, defined, and explained in Hmong. No English definitions have been provided. At the end of each explanation, the vocabulary item is used in a sentence in Hmong, in which the word is underlined, to further clarify the meaning. One may find words and phrases referring to types of hair, the human anatomy, and chemical substances and equipment used in cosmetology. pp. 64

Skills Training: Cosmetology
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G11

Nanthavongsa, Manivong, Translator
Cosmetology Terminology; Lao
Lansing, MI: Lansing School District, 1985

The Bilingual Vocational Program of the Lansing School District has published this vocabulary list of cosmetology terminology in Lao. This instructional material can be used by an instructor in a beginning cosmetology class with a group of limited English speaking students whose native language is Lao. The document defines one-word terms as well as descriptive phrases of cosmetology concepts. Each English term is translated into Lao, divided into syllables to facilitate pronunciation, defined , and explained in Lao. No English definitions have been provided. Unlike the Vietnamese and Hmong translations, this document does not include the sentences in which the term is used. One may find words and phrases referring to the human anatomy, chemical substances and equipment used in cosmetology, hair styling techniques, and scalp and skin diseases. pp. 72

Skills Training: Cosmetology
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G12

Ly-Wallace, Hieu, Translator
Cosmetology Terminology; Vietnamese
Lansing, MI: Lansing School District, 1985

The Bilingual Vocational Program of the Lansing School District has published this vocabulary list of cosmetology terminology in Vietnamese. This instructional material can be used by an instructor in a beginning cosmetology class with a group of limited English speaking students whose native language is Vietnamese. The document defines one-word terms as well as descriptive phrases of cosmetology concepts. Each English term is translated into Vietnamese, divided into syllables to facilitate pronunciation, defined, and explained in Vietnamese. No English definitions have been provided. At the end of each explanation, the vocabulary item is used in a sentence in Vietnamese, to further clarify the meaning. One may find words and phrases referring to types of hair, the human anatomy, and chemical substances and equipment used in cosmetology. pp. 49

Skills Training: Cosmetology
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G13

Vang, Kao, Translator
Automotive Mechanics, Definitions; Hmong
Lansing, MI: Lansing School District, 1985

This document, published by the Bilingual Vocational Program of the Lansing School District, is a bilingual English - Hmong vocabulary list of automotive mechanics terms. This instructional material can be used in a classroom situation by an instructor in a beginning automotive mechanics class for limited English speakers whose native language is Hmong. This package consists of five bilingual word lists; an alphabetized list of automotive terminology; "Starting Motor Fundamentals"; "Engine Cooling Systems"; "Storage Batteries"; and "Fundamentals of Electricity Magnetism". Only the first list is alphabetized. The terms of the other four lists, although not in alphabetical order, have been numbered. These lists include terminology on automotive parts, equipment, related chemical substances, and general verbs and vocabulary. pp. 85+

Skills Training: Automotive Mechanics
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G14

Nanthavongsa, Manivong, Translator
Automotive Mechanics, Definitions: Lao
Lansing, MI: Lansing School District, 1985

This document, published by the Bilingual Vocational Program of the Lansing School Dictrict, is a bilingual English - Lao vocabulary list of automotive mechanics terms. This instructional material can be used in a classroom situation by an instructor in a beginning automotive mechanics class for limited English speakers whose native language is Lao. This package consists of five bilingual word lists: an alphabetized list of automotive terminology; "Starting Motor Fundamentals"; "Engine Cooling Systems"; "Storage Batteries"; and "Fundamentals of Electricity Magnetism". Only the first list is alphabetized. The terms of the other four lists, although not in alphabetical order, have been numbered. These lists include terminology on automotive parts, equipment, related chemical substances, and general verbs and vocabulary. pp. 100+

Skills Training: Automotive Mechanics
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G15

Ly-Wallace, Hieu, Translator
Automotive Mechanics, Definitions; Vietnamese
Lansing, MI: Lansing School District, 1985

This document, published by the Bilingual Vocational Program of the Lansing School District, is a bilingual English - Vietnamese vocabulary list of automotive mechanics terms. This instructional material can be used in a classroom situation by an instructor in a beginning automotive mechanics class for limited English speakers whose native language is Vietnamese. This package consists of five bilingual word lists: an alphabetized list of automotive terminology; "Starting Motor Fundamentals"; "Engine Cooling Systems"; "Storage Batteries"; and "Fundamentals of Electricity Magnetism". Only the first list is alphabetized. The terms of the other four lists, although not in alphabetical order, have been numbered. These lists include terminology on automotive parts, equipment, related chemical substances and general verbs and vocabulary. pp. 70+

Skills Training: Automotive Mechanics
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G16

Vang, Kao; Nanthavongsa, M.; Ly-Wallace, Hieu, Translators
Machine Shop, Definitions; Hmong, Lao, Vietnamese
Lansing, MI: Lansing School District, 1985

This package contains three bilingual vocabulary lists of machine shop terminology in English, with translations in Hmong, Lao and Vietnamese. Each list consists of English terms with definitions in the respective languages. These lists were apparently intended to be used with a textbook, but no information about the book is provided. This material can be used by an instructor in a machine shop class or in a hands-on situation, with students of limited English ability, whose native language is Hmong, Lao or Vietnamese. Each list is divided into chapters numbered from 1 to 15, but some chapters are missing. The chapters include vocabulary pertaining to a specific area of machine shop, and although the words are not in alphabetical order, they have been numbered. The Hmong translation has some English terms with no Hmong translations. pp. 110+

Skills Training: Machine Tool Operation/Machine Shop
Target Group: Lao Hmong; Vietnamese; Laotian
Language of Doc: Hmong; Laotian; Vietnamese
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G17

Vang, Kao, Translator
School Plant Maintenance and Custodial Services, Definitions; Hmong
Lansing, MI: Lansing School District, 1985

This package contains a bilingual vocabulary list of terms for school plant maintenance and custodial services, in English, with translations in Hmong. It was apparently intended to be used in conjunction with a textbook, but information about the book is not provided. Listed, are one-word terms in English with Hmong equivalents, which include general English vocabulary as well as building maintenance terminology. The list is divided into sections by areas within building maintenance, such as: types of flooring materials, floor cleaning, stripping and refinishing, carpet cleaning, furniture care, gymnasium floor maintenance, custodial materials and equipment, and cleaning of classrooms, restrooms, cafeterias, windows and ceilings. For more information about the textbook the Bilingual Vocational Program of the Lansing School District may be contacted. pp. 43

Skills Training: Custodial Services; Building Maintenance
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G18

Nanthavongsa, Manivong, Translator
School Plant Maintenance and Custodial Services, Definitions; Lao
Lansing, MI: Lansing School District, 1985

This package contains a bilingual vocabulary list of terms for school plant maintenance and custodial services, in English, with translations in Lao. It was apparently intended to be used in conjunction with a textbook, but information about the textbook is not provided. Listed, are one-word terms in English with Lao equivalents, which include general English vocabulary as well as building maintenance terminology. The list is divided into sections by areas within building maintenance, such as: types of flooring materials, floor cleaning, stripping and refinishing, carpet cleaning, furniture care, gymnasium floor maintenance, custodial materials and equipment, and cleaning of classrooms, restrooms, cafeterias, windows and ceilings. For more information, the Bilingual Vocational Program of the Lansing School District may be contacted. pp. 78

Skills Training: Custodial Services; Building Maintenance
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G19

Ly-Wallace, Hieu, Translator
School Plant Maintenance and Custodial Services, Definitions; Vietnamese
Lansing, MI: Lansing School District, 1985

This package contains a bilingual vocabulary list of terms for school plant maintenance and custodial services, in English, with translations in Vietnamese. It was apparently intended to be used in conjunction with a textbook, but information about the textbook is not provided. Listed, are one-word terms in English with Vietnamese equivalents, which include general English vocabulary as well as building maintenance terminology. The list is divided into sections by areas within building maintenance, such as: types of flooring materials, floor cleaning, stripping and refinishing, carpet cleaning, furniture care, gymnasium floor maintenance, custodial materials and equipment, and cleaning of classrooms, restrooms, cafeterias, windows and ceilings. For more information, the Bilingual Vocational Program of the Lansing School District may be contacted. pp. 44

Skills Training: Custodial Services; Building Maintenance
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

Vang, Kao; Nanthavongsa, M.; Ly-Wallace, Hieu, Translators
Small Engine Repair, Definitions; Hmong, Lao, Vietnamese
Lansing, MI: Lansing School District, 1985

This package contains three bilingual vocabulary lists of small engine repair terminology in English with translations in Hmong, Lao and Vietnamese. Each list contains one-word terms as well as descriptive phrases of small engine repair terminology. Each English term is translated into the respective language, divided into syllables to facilitate pronunciation, defined, and used in a sentence to further illustrate the meaning. These vocabulary lists can be used in a classroom situation by an instructor in a small engine repair class, or in a hands-on situation, with limited English speakers whose native language is Hmong, Lao or Vietnamese. Included, are terms referring to engine parts, tools and equipment used in engine repair, specific repair procedures, electrical systems and principles, and some general English vocabulary. pp. 155

Skills Training: Small Engine Repair
Target Group: Lao Hmong; Vietnamese; Laotian
Language of Doc: Hmong; Laotian; Vietnamese
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G21

Vang, Kao, Translator
Heating and Air Conditioning, Dictionary of Terms; Hmong
Lansing, MI: Lansing School District, 1985

This document is a vocabulary list of heating and air conditioning terms in English, with English synonyms or explanations and Hmong explanations. This vocabulary list was apparently intended to be used with a textbook, but information about the book is not provided. There are five chapters that include information on safe work practice, and types of heating. The most useful part is the section at the end of this document titled, "Dictionary of Terms", which includes heating and air conditioning terminology in English, the English definition, and the Hmong definition. The body of the document consists of general English vocabulary and expressions, with some heating and air conditioning terminology. This section, which appears to have been used with a textbook, may be best used as general ESL material. For more information, the Lansing School District may be contacted. pp. 150+

Skills Training: Heating And Air Conditioning
Target Group: Lao Hmong
Language of Doc: Hmong; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G22

Nanthavongsa, Manivong, Translator
Heating and Air Conditioning, Dictionary of Terms; Lao
Lansing, MI: Lansing School District, 1985

This document is a vocabulary list of heating and air conditioning terms in English, with English synonyms or explanations and Lao translations. This vocabulary list was apparently intended to be used with a textbook, but information about the book is not provided. There are five chapters that include information on safe work practice and types of heating. The most useful part is the section at the end of this document titled, "Dictionary of Terms", which includes heating and air conditioning terminology in English, the English definition, and the Lao definition. The body of the document consists of general English vocabulary and expressions, with some heating and air conditioning terminology. This section, which appears to follow a text, may be best used as general ESL material. For more information, the Lansing School District may be contacted. pp. 200+

Skills Training: Heating And Air Conditioning
Target Group: Laotian
Language of Doc: Laotian; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 34.G23

Ly-Wallace, Hieu, Translator
Heating and Air Conditioning, Dictionary of Terms; Vietnamese
Lansing, MI: Lansing School District, 1985

This document is a vocabulary list of heating and air conditioning terms in English, with English synonyms or explanations and Vietnamese translations. This vocabulary list was apparently intended to be used with a textbook, but no information on the book is provided. There are five chapters that include information on safe work practice, and types of heating. The most useful part is the section at the end of this document titled, "Dictionary of Terms", which includes heating and air conditioning terminology in English, the English definition, and the Vietnamese definition. The body of the document consists of general English vocabulary and expressions, with some heating and air conditioning terminology. This section, which appears to have been used along with a textbook, may be best used as general ESL material. For more information, the Lansing School District may be contacted. pp. 120+

Skills Training: Heating And Air Conditioning
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 35.G1

Franklin, Lorene
An Outline of a Vocational Clerical Skills Program
Fort Wayne, IN: Latin American Education Center, 1984

The vocational clerical skills program which is outlined in this document is, as the author indicates, "especially for those persons with the equivalent of seven years formal education. The emphasis is on business math" and she states that "since absolute quality in English grammar is not necessary in clerical positions, and since the program is based primarily on those knowledges necessary for day to day survival in the American economy or business world, the program is very well suited for newcomers to America. The program has been tested widely on both students from the 7th to 11th grade and immigrant persons from 14 years of age to 60 years of age. Success has always been achieved." This program includes mathematics, English alphabet and filing, payroll accounting, banking, typing, budgeting, machine calculators, and lists materials needed for the course. pp. 11

Skills Training: General Office Clerk
Target Group: Hispanic; Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: EC

DOC. NO. 36.E1

McKee, Gail H.
Career Counseling for Adults
Kyle, SD: Little Wound School Board, Pine Ridge Reservation, 1985

This document was submitted by the Little Wound School in South Dakota and produced by the Center of Indian Studies at Black Hills State College in Spearfish, South Dakota. This manual of career counseling for adults may be used by counselors and administrators for advising and counseling prospective job-seekers in analyzing and evaluating possible job choices. The manual is divided into five chapters titled: An Overview of Career Counseling; Self-Understanding; Occupational Information; The Decision- Making Process, and; Job Seeking and Job Keeping. The author acknowledges the work of Dick Bolles, What Color is Your Parachute? as having influenced this document. Included, are charts, grids and drawings, that illustrate such things as the labor force, the job market, and the parts of a business letter. There are also sample resumes, and lists of occupations. pp. 185

Target Group: American Indian
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Handbook
CCC Location: NW

DOC. NO. 36.J1

Evaluation Forms
Kyle, SD: Little Wound School Board, Pine Ridge Reservation, 1978

The Little Wound School in South Dakota produced these evaluation forms to evaluate the performance of the supervisor and the administrator of a bilingual vocational training program. The directions on the "Performance-Evaluation Form" state that this form will be completed by all support staff personnel and their direct supervisor. After the completion of the form, conferences between the supervisor and employee will be held to review performance and expectations. The administration evaluation form states that it will be completed by all staff under the direct supervision of the "Administrator" named in it. The results will be reviewed by the School Board and by administrators at the school. The results will be "documented and implemented as a self-development / competency-assessment instrument." pp. 18

Skills Training: Miscellaneous Construction Trades
Language of Doc: English
Type of Doc: Staff Development & Training
Format: Teacher evaluation
CCC Location: NW

DOC. NO. 37.G1

Bilingual Clerk-Typist Handbook
Kyle, SD: Little Wound School Board, Legal Educational Agency, 1978

This handbook, produced by the Little Wound School Board, was developed for a bilingual secretarial training and general office clerical skills program for bilingual American Indians, whose native language is Sioux. This instructional material is written primarily in English and incorporates Sioux vocabulary and instructions. The handbook is a compilation of sections that include a total of 35 lessons. These cover basic typing skills, how to handle incoming calls and mail, how to greet people at the receptionist's desk, how to make appointments, and the use of "business speech" in a receptionist's office. Other topics covered are, addressing envelopes, filing, indexing, copying, and handling a switchboard and an intercom. Included in this handbook are abbreviations of states, a list of certified air carriers, and tests for each lesson. pp. 32

Skills Training: General Office Clerk; Bilingual Secretarial Training
Target Group: American Indian
Language of Doc: English; Sioux; Lakota
Type of Doc: Instructional Materials
Format: Handbook
CCC Location: NW

DOC. NO. 39.G1

Manual de Cocina/The Cookbook
Baton Rouge, LA: Louisiana State, Department of Education, 1978

This document was developed as part of a bilingual vocational education project in the culinary arts for Spanish speakers having limited knowledge of English. The materials were designed for instructors and students in a basic course with both English as a second language classroom instruction and on-the-job restaurant training in food preparation and food services. Major sections include English/Spanish and Spanish/English dictionaries of foods and cooking terms; instruction in English and Spanish on cleanliness in the kitchen; and recipes, most in English, some in Spanish. pp. 55

Skills Training: Chef/Cook; Food Production, Management, & Services
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 39.I1

Final Report of Bilingual Vocational Education in the Culinary Arts for Limited English Speakers
Baton Rouge, LA: Louisiana State, Department of Education, 1978

This is the final report to the U.S. Office of Education of a Louisiana bilingual vocational education project in the culinary arts conducted October 1, 1977 to December 31, 1978. The training was designed for the Greater New Orleans area food services industry and Spanish speakers with limited knowledge of English. Described in the report are the training process, major activities and events, implementation problems, publicity, and dissemination activities. Samples of news articles, the certificate of completion, employer survey forms (in English and in Spanish), and the student application/contract are included. pp. 30+

Skills Training: Chef/Cook; Food Production, Management, & Services
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Administration
Format: Report
CCC Location: MW

DOC. NO. 42.A1

Partners in Industry; Brochure
Denver, CO: Metropolitan State College, 1985

This brochure produced by Metropolitan State College in Denver, advertises a bilingual vocational English training program that works as a partner with Colorado Front Range business and industry. Their purpose, as the brochure states, is to provide high quality training to present and future employees. BVET provides training to people seeking entry-level employment, focusing on vocational skills and job-related English. Also offered, are on-site career-upgrading classes at private businesses. BVET also provides cross-cultural training at the company to supervisors and others working with limited English speakers. The courses offered by BVET are Light Manufacturing, which includes Electronic and Mechanical Assembly, and Warehousing; Data Entry/Clerical Occupations; and Employee Language and Cross-Cultural Workshops. pp. 5

Skills Training: General Office Clerk; Manufacturing/Materials Processing; Business Data Processing & Related Programs
Target Group: Vietnamese; Hispanic; Chinese
Language of Doc: English
Type of Doc: Outreach and Recruitment
Format: Brochure
CCC Location: NW

DOC. NO. 42.B1

Intake Materials for Clerical Skills Programs
Denver, CO: Metropolitan State College, 1985

These intake materials were developed for a bilingual vocational English training program in clerical skills, but may be used by any type of BVT project. Included in this package are: a student application; an oral interview form; an English placement test; a student and BVET training agreement; a vocational commitment form in four different languages; a student placement record form; and a student follow-up record card. It appears that these are the beginnings of a students' personal file within a BVT training project. The English placement test includes a number and name matching exercise, an alphabetic filing exercise, and an arithmetic test. The student contracts are in English, Spanish, Vietnamese, and Lao. These intake materials may be useful to counselors, intake workers, and even program planners. pp. 19

Skills Training: General Office Clerk; Vocational English As A Second Language
Target Group: Hispanic; Vietnamese
Language of Doc: English; Spanish; Vietnamese
Type of Doc: Intake and Orientation
Format: Student learning contract
CCC Location: NW

DOC. NO. 42.G1

Host, Bobette W.
A VESL Curriculum Design for Office Communication Clerical Skills
Denver, CO: Metropolitan State College, 1985

This VESL curriculum design can be used by instructors to develop and teach office commumication and clerical skills to limited English speaking students. According to the introduction, students wishing to enter the program must demonstrate at least an intermediate level of English in a language and placement test, and must also take the Bilingual Vocational Oral Proficiecy (BVOP) test to determine the level of oral English. The author has included detailed descriptions of the office communication and clerical skills classes, the textbooks and equipment needed for the classes, and the performance objectives for the specific tasks. A lesson plan is provided, that divides the semester's work into two and three week periods, listing the objectives for each period. An appendix describing a data entry curriculum class and a job-seeking skills workshop is attatched. pp. 20

Skills Training: Business Data Processing & Related Programs; General Office Clerk; Vocational English As A Second Language
Target Group: Hispanic; Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NW

DOC. NO. 42.G2

Krebs, Katharine
Food Service Curriculum for the BVET Program Health Care Industries
Denver, CO: Metropolitan State College, 1984

This Food Service Worker curriculum is taught at major Denver area hospitals to provide students with basic skills that can be used in both health care institutions and restaurant kitchens. In this curriculum, both language and vocational skills are taught simultaneously to intermediate level English speaking students. The course lasts nine weeks and includes classroom and on-site training. Both aspects of the training are presented in this manual; the on-site training curriculum and the classroom curriculum. A methodology and activities for each classroom topic are outlined. A food service vocabulary with verbs and verb phrases is attached. Administrators, teachers and program planners will find this material very useful. It was developed for limited English speakers and can be used with any ethnic group. pp. 23

Skills Training: Food Service; Health Related Activities; Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NW

DOC. NO. 42.G3

Franco, Alida; Fox, Randy
Language Functional/Notional Materials
Denver, CO: Metropolitan State College, 1984

These materials were designed to teach vocational English classes on-site at industrial locations. Included are the behavioral objectives for each language function or notion that is taught. Attached to some of the objectives are worksheets used to accomplish the stated objective. Those objectives that do not have worksheets attached are carried out by using material that is either specific to each individual workplace or the material is taken from published tests. The materials were designed to be used in instructional situations requiring a functional/notional approach. Fourteen objectives are included. Some of these are: to call in sick; to report a problem; to appropriately respond to all safety situations; to ask questions for clarification, and; to ask to borrow something and return it. This document may be used with any ethnic group. pp. 34

Skills Training: Vocational English As A Second Language; Manufacturing/Materials Processing
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: NW

DOC. NO. 42.G4

Fox, Randy; Hayden, Roberta
Vocabulary for Warehouse Clerks
Denver, CO: Metropolitan State College, 1985

This curriculum material was developed for training limited English speakers to function as warehouse clerks. It was meant to be used for classroom instruction in a program that included an on-site training component at local industrial locations. Students, with intermediate to advanced English lanugage ability, were taught shipping and receiving as well as other general warehouse duties. These warehouse vocabulary lessons are based on oral language actually used at training sites. Abbreviations were taken from forms used in warehouse procedures, and printed material from United Parcel Service (UPS) was collected as the basis for other lessons. Sentence completion exercises are included, along with answer keys. Since this material was developed for limited English speakers, it may be used with any ethnic group in a similar BVT program. pp. 29

Skills Training: Shipping, Receiving, & Stock Clerk; Vocational English As A Second Language; Manufacturing/Materials Processing
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NW

DOC. NO. 42.I1

Svendsen, Carol
Central Supply Technician Training Course; Report on Training Procedures and VESL Curriculum
Denver, CO: Metropolitan State College, 1982

A training program in Central Supply Technology prepares individuals to adjust, clean, sterilize, and assemble hospital equipment, supplies, and instruments according to established procedures. This is a report of a 10-week training program for intermediate English speakers that describes on-site training. Students were trained in three departments; Decontamination, Process, and Stock or Distribution area. They also received training in performing hospital rounds to pick up dirty supplies or take inventory of storage areas. Also included is a description of the teacher's role during the on-site training. A vocational ESL curriculum for central supply workers is presented with objectives, and a rationale and activities for each objective. The report concludes with a vocabuary list for the trainee. Administrators and teachers could benefit from this report. pp. 26

Skills Training: Central Supply Technology; Vocational English As A Second Language; Health Related Activities
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: NW

DOC. NO. 43.B1

Evaluation of the Bilingual / Bicultural Occupational Training Program -- Survey Forms
Miami, FL: Miami-Dade Community College, 1978

Two survey forms designed to evaluate program effectiveness are presented: a student survey and a teacher survey. The student survey form lists the following questions: student's biographic data; education level, work history, and English skills before joining the program; satisfaction with teachers; program content and its appropriateness for getting a job; and items related to self-evaluation and program evaluation. The teacher survey form is intended to evaluate the following: student involvement; communication between language and occupational teachers; effectiveness of tutors and counselors; and suggestions for improving the program. Both of these survey forms are available in English and Spanish. A variety of other forms, including an intake form in Spanish; case notations form which lists individual strengths, weaknesses, and intervention plan; a form for listing vocational terms; contact log; academic notations form; and daily activity forms are provided. pp. 21

Skills Training: Accounting And Computing; Banking And Finance
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Intake and Orientation
Format: Questionnaire
CCC Location: SE

DOC. NO. 43.G1

Vocabulary Lists: Banking and Finance, and Accounting
Miami, FL: Miami-Dade Community College, 1978

This document contains two glossaries of terms: one for accounting and one for banking. The accounting glossary includes the following terms in English: gross income, adjusted gross income, taxable income, capital gains, tax liability, personal service income, self-employment tax, exclusions, alimony, dividend exclusion, capital expenditures, standard deduction, earned taxable income, and tax preferences. The banking vocabulary list provides definitions of banking terms in English with translations in Spanish. These include: definitions of trust institution, prudent-man rule, bank term loan, investment bankers, arbitrage, consumer credit, disposable personal income, credit union, amortized loans, municipal bonds, treasury bonds, speculative motive, precautionary motive, eurodollar market and bank line of credit. These lists were developed for teaching accounting and banking courses. pp. 8

Skills Training: Accounting And Computing; Banking And Finance
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: SE

DOC. NO. 43.G2

Vocational Lesson Plans
Miami, FL: Miami-Dade Community College, 1978

Vocational English lesson plans designed to teach and reinforce job-specific English for accounting, economics and basic calculator operation, office equipment and safety, are included. Exercises used to teach this course are true-false; practice dialogues; question-answer; completions; matching words with meanings, and; multiple choice items. At the end of a four-lesson unit, a test is provided to evaluate student comprehension. New terms for each lesson are listed in English and Spanish including their definitions. The final test covers materials taught in all these units; accounting, economics and basic calculator operation. pp. 44

Skills Training: Accounting And Computing; Banking And Finance; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: SE

DOC. NO. 43.G3

Economia 210: Class Materials in Spanish
Miami, FL: Miami-Dade Community College, 1978

This monolingual Spanish document contains a basic and fairly comprehensive explanation of the principles of economics. It discusses the approach, method, concepts, and the importance of model building in an economic analysis. Other topics included are the production process, consumer demand, the firm, supply, perfectly competitive markets, price, economics of scale, full employment and unemployment. A section is devoted to explaining the role of economic policy in the U.S. including issues such as inflation, savings, taxes and the role of government in formulating economic policy. Vocabulary lists provide the terms in English with their Spanish equivalent term or expression and the definition in Spanish. pp. 35

Skills Training: Accounting And Computing
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: SE

DOC. NO. 44.B1

Intake and Evaluation Forms; Minnesota Bilingual Vocational Training Project
St. Paul, MN: Minnesota Department of Education, 1975

The first form in this package is a five page bilingual, Spanish-English, application. Besides asking the usual questions of name, address, and telephone number, this application asks for educational information, work experience, skills, and other types of training. The second form is an instructor's questionnaire, in English, to be used in evaluating a student's performance in class. Some of the considerations are: does the student come to class regularly; complete assignments on time; retain what is learned in class; have an interest in the occupation, and; score average or above on written tests. Other questions have to do with the improvement of the BVT program. The form appears to be used for evaluating the trainee, in relation to the operation of the total bilingual training program. It may be used with any ethnic group. pp. 8

Skills Training: Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Intake and Orientation
Format: Questionnaire
CCC Location: EC

DOC. NO. 44.I1

Minnesota Bilingual Vocational Training Program
St. Paul, MN: Minnesota Department of Education, 1984

This report of a Minnesota bilingual vocational training program can be used by administrators to develop other vocational ESL programs for groups of limited English speaking students of diverse ethnic backgrounds. This report includes general information about the program and what it offers, a summary of the historical development of the program in Minnesota, and a section on the implementation of comprehensive services. There are outlines of various ESL performance objectives reflecting different ESL levels, such as 300, 400, 500. This report provides curricula for the bilingual clerical/liaison and the interpreter health aide programs, and descriptions of the bilingual hotel and restaurant cooking program, the adult homemaking program for Indochinese, and the ESL/math component. pp. 66

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Administration
Format: Report
CCC Location: EC

DOC. NO. 45.G1

Salazar, Roman S.
Bilingual Typewriting Materials
Modesto, CA: Modesto Junior College, 1975

This instructional material was developed by Modesto Junior College for a bilingual general clerical skills training program. Written in English and Spanish, it was prepared for Mexicans and Mexican Americans who are bilingual or limited English speaking. In the form of a lesson plan, this material may be used with students who are learning Spanish and want to learn to write formal letters and correctly address individuals. The material is divided into sections as follows: parts of a typewriter; keyboard; proofreader's marks; parts of a business letter; styles of puctuation; letter styles; tables; manuscripts; and basic business terms. The author has included items such as various forms of addressing people in business and in personal letters, abbreviations for these in Spanish, appropriate salutations and closings, and sample letter styles. pp. 15

Skills Training: Typing; General Office Clerk; Bilingual Secretarial Training
Target Group: Mexican; Mexican American
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 45.G2

Salazar, Roman S.
Bilingual Beginning Typewriting
Modesto, CA: Modesto Junior College, 1974

This is a beginning typewriting course designed for bilingual Spanish-English students. The course objectives are to develop, in the student, basic typing skills and techniques, and to introduce the student to correspondence, tabulation, and business forms. The author includes lists of typing terms, parts of the typewriter, and various other items, in both English and Spanish. Also included are typing exercises, tests for speed and accuracy, a timed writing chart, samples of various letter styles, formal and informal letter greetings in both languages, and a final examination. It is recommended that the course be taught along with the text College Typewriting , 8th edition, by Lessenberry, Wanous and Duncan, Southwestern Publishing Co., 1969. pp. 32

Skills Training: Typing; General Office Clerk; Bilingual Secretarial Training
Target Group: Mexican; Mexican American
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 45.G3

Salazar, Roman S
Bilingual Intermediate Typewriting
Modesto, CA: Modesto Junior College, 1975

This is an intermediate typewriting course designed for bilingual Spanish-English students. The materials included in the course are: the English and Spanish keyboards; tabulation in both languages; manuscript typing, and; the business letter with its special features in English and Spanish. Additional information presented is a list of old and new state abbreviations, guidelines for word division, footnotes, and typing of numbers. Many of the exercises are written completely in Spanish. There are also exercises for the skills listed above and several final examinations to test the newly learned material. It is recommended that the course be taught along with the text College Typewriting , 8th edition, by Lessenberry, Wanous and Duncan, Southwestern Publishing Co., 1969. pp. 29

Skills Training: Typing; General Office Clerk; Bilingual Secretarial Training
Target Group: Mexican; Mexican American
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 46.C1

Office Automation Entrance Examination
Washington, DC: Multicultural Career Intern Program, 1983

This entrance exam tests the students' experience and knowledge so the student can be properly placed in the office automation program. The student is asked to provide information on the level of English, typing skills, experience with computers and office equipment. The student is tested on knowledge of hardware; logic skills, both word and number; knowledge of mathematical concepts, word problems, percentages, formulas, and logarithms; and proper business procedures. The format includes multiple choice, fill-ins, providing information, solving problems, true-false and writing sentences. pp. 8

Skills Training: Word Processing
Target Group: Hispanic; Vietnamese; Chinese
Language of Doc: English
Type of Doc: Assessment and Testing
Format: Test material
CCC Location: EC

DOC. NO. 46.G1

Multicultural Career Intern Program in Computer Science
Washington, DC: Multicultural Career Intern Program, 1984

This teacher's guide provides a basic introduction to computer science and includes the objective to be learned each session and how it should be taught. The student learns to use a word processing program; to set up and use a printer; to create, correct, and print in various ways; the uses and functions of a computer; how to utilize simple formulas; solve simple problems by using and reorganizing a spreadsheet; to sort data in a file; to understand the binary number system and how it is used by computers; and to identify and understand the difference between hardware and software. The ESL portion of the course consists of a careful explanation of all terminology introduced, moving at a slow pace to allow sufficient time for explanation and supervised hands-on experience. Some emphasis is also placed on developing basic math and algebra skills. pp. 50

Skills Training: Word Processing; Vocational English As A Second Language; Computer & Information Sciences
Target Group: Hispanic; Vietnamese; Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Teacher guide
CCC Location: EC

DOC. NO. 46.G2

Curriculum for Word Processing
Washington, DC: Multicultural Career Intern Program, 1984

Included in this document are detailed course descriptions of four levels of word processing courses. All are intended for limited English proficient students, but there are language requirements for entry ESL level IIa for the remedial course, and ESL level IIb for the other courses. Films and videotapes are used, all of which are listed clearly. The remedial course combines the teaching of language and typing skills and office procedures with a basic introduction to word processing. Students learn to identify and use different hardware and software; to practice producing documents in proper business format; to care for the word processor and printer; and basic manipulations of the word processing program. The subsequent courses build on and expand these skills until the student is capable of operating a word processor in a business setting. Also included are entry and evaluative tests. Each course lasts one semester, meeting every day. pp. 200

Skills Training: Word Processing
Target Group: Hispanic; Vietnamese; Chinese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: EC

DOC. NO. 48.G1

Health Assistant; Work Performance Guide
Hempstead, NY: Nassau County, Vocational and Extension Board, 1977

This document provides a detailed list of the skills a health assistant should be able to demonstrate and an evaluation sheet on which the student is rated, from poor to excellent, in his/her demonstration of the skills. Both sections are in English and Spanish. The major sections or skill areas are patient care, admission of a patient, discharges, routines and nursing procedures such as enemas, collection of specimens, clinical charting, preparation for operating room, and patient safety. The evaluation sheet provides for evaluating the subheading under each of the main ones listed above. An open ended sheet providing room for comments is also available. pp. 13

Skills Training: Nursing Assisting
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Objectives
CCC Location: NE

DOC. NO. 48.G2

Course Descriptions for Health Assistant, Auto Mechanic and General Vocational Education
Hempstead, NY: Nassau County, Vocational and Extension Board, 1977

These course descriptions are presented in chart form, with headings for training objectives, major units of instruction, number of hours, specific skills to be developed, and methods of evaluation. The Health Assistant course teaches ESL; understanding of the role and duties of a health assistant; medical terminology; and provides clinical and lab training. In the Auto Mechanics course the student learns about the lubrication system; front suspension; electrical braking, starting, lighting, ignition, cooling, exhaust and fuel systems; tune-ups; standard and automatic transmissions; standard and power transmissions; and drive lines, in addition to the ESL course. The course in bilingual vocational education teaches the student job-related skills such as: following directions; finishing work on time; how to deal with co-workers, supervisors, prejudice, and family problems; and how to avoid self-defeating behavior. pp. 32

Skills Training: Nursing Assisting; Automotive Mechanics; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 48.G3

de la Mata, K.
ESL for Automotive Mechanics Training
Hempstead, NY: Nassau County, Vocational and Extension Board, 1977

This is the English language curriculum to be used with the automotive training course. It has various exercises which teach aspects of the English language, such as: reading comprehension; answering questions; vocabulary lists; singular and plural nouns; simple present tense; changing sentences to and from the negative; changing sentences to questions; possessive adjectives; and present progressive verbs. The exercises are primarily the fill-in the blank format, but the student must also answer some in sentence form. The vocabulary focuses heavily, but not exclusively, on job-specific language. pp. 23

Skills Training: Automotive Mechanics; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Teaching exercise
CCC Location: NE

DOC. NO. 49.G1

Clerical Cluster; Business Course Outline
New Haven, CT: New Haven, City of, 1975

This general clerical bilingual training program teaches the job skills needed for an entry-level position. The course description lists the specific skills to be taught under basic headings. In the typing section, the students learn the touch method; proper format for business letters, business forms, manuscripts, envelopes, and carbon copies; and proofreading skills. There is a section to teach skills needed to find a job, such as; proper business behavior and how to develop resumes, job applications and job sources. The students also learn to operate and care for office machines such as typewriters, bookkeeping machines, key punch, calculators and various types of duplicating machines. Sections also teach filing, arithmetic, figuring taxes, banking, accounts receivable and payable, petty cash, communications, correspondence, telephone, switchboard and intercom; and using reference books. Practical experience in the above areas is provided. pp. 12

Skills Training: General Office Clerk
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 49.G2

Course Description; Bilingual Food Service Training
New Haven, CT: New Haven, City of, 1975

The topics to be discussed and the skills to be taught in this bilingual training program for cooks, are provided, along with the number of hours required for each one. The students learn how a kitchen is organized; the roles of chef and cook; procedures for sanitation and personal hygiene; the nomenclature, use and care of kitchen equipment and tools; safety techniques; weights and measurements; how to read and follow recipes; conservation, refrigeration and handling of foods; basic cooking methods; classes of meat; sandwich and salad preparation; vegetable cookery; breakfast foods; frozen, dehydrated, canned foods; cost and portion control; making beverages; and cooking of specific food such as sauces, fish, meat, stuffings and baked goods. The entire course is designed to last 480 hours. pp. 3

Skills Training: Chef/Cook; Food Production, Management, & Services
Target Group: Puerto Rican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 51.G1

Medina, John
Automotive Mechanics
El Rito, NM: New Mexico Technical Vocational School, 1975

This is a content guide to an automotive mechanics course which was designed to develop entry-level skills for employment in automotive maintenance and repair. The guide is directed at prospective students. After introducing the purpose and design of this particular course, the guide gives a summary description of classroom and hands-on activities to be carried out. It also identifies prerequisite knowledge and skills that students are expected to bring to the course, and describes how student performance will be evaluated. Topics within the course are listed according to the number of clock hours devoted to each topic. Text books recommended for use in the course are also listed. An "Occupational Cluster Analysis Sheet" and sample student progress chart are included. pp. 12

Skills Training: Automotive Mechanics
Target Group: Mexican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: MW

DOC. NO. 51.G2

Martinez, Arthur
Barbering
El Rito, NM: New Mexico Technical Vocational School, 1976

This is a content guide to a barbering program which was designed to provide students with knowledge and skills needed to obtain a New Mexico apprentice license and to permit entry to courses that may lead to advanced barbering. The purpose and design of the course are described for prospective students, along with comments on the kinds of activities that are carried out during the course. The guide identifies prerequisite knowledge and skills that students are expected to bring to the course, and describes criteria that will be used to evaluate student performance. Topics covered within the course are outlined and the number of clock hours devoted to each topic are listed. The guide includes specific instructional goals and expected student outcomes related to each topic. The expected outcomes include both technical knowledge and demonstrated occupational skills. pp. 17

Skills Training: Barbering
Target Group: Mexican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: MW

DOC. NO. 51.G3

Salazar, Cora
Cosmetology
El Rito, NM: New Mexico Technical Vocational School, 1976

This is a content guide to a cosmetology training program designed to prepare students for New Mexico State Board of Cosmetology certification. The purpose and design of the course are described for prospective students, along with comments on the kinds of activities that are carried out during the course. The guide identifies prerequisite knowledge and skills that students are expected to bring to the course, and describes criteria that will be used to evaluate student performance. Topics covered within the course are outlined and the number of clock hours devoted to each topic are listed. The topic guide includes specific instructional goals and intended student outcomes related to each topic. The outcomes include both technical knowledge and demonstrated occupational skills. An "Occupational Cluster Analysis Sheet" and sample progress chart are included. pp. 11

Skills Training: Cosmetology
Target Group: Mexican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: MW

DOC. NO. 51.G4

Bacteriology - A Module from Barbering and Cosmetology
El Rito, NM: New Mexico Technical Vocational School, 1976

This is a brief content guide to a learning module on bacteriology which is used as part of bilingual skills training courses in barbering and cosmetology. The module is structured to provide for individual differences and needs of students so they may progress at their own pace. The guide describes the purpose and design of the module, the process of determining the student's individual needs, activities used to carry out the course, and methods of evaluating student progress. Included are a module outline for instructors and a list of objectives for students. pp. 4

Skills Training: Barbering; Cosmetology
Target Group: Mexican
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: MW

DOC. NO. 52.G1

Hernandez-Rojas, Petrita; Curzi, Vilma, trans.
Small Engine Repair Modules
Albany, NY: New York State, Department of Corrections, 1984

Worksheets, directing the trainees in step-by-step completion of different engine repair tasks, form the basis of this manual. Learning and completion of small engine repair concepts is facilitated by a checklist of steps the trainee must follow, and check off as he/she completes the task, by liberal use of illustrations, and through the supervisor checking each task upon completion. Skills taught include servicing air filters; cleaning of gas tank, fuel lines and filters; cleaning and installing old and new spark plugs; adjusting tappet clearance and carburetors; checking oil and compression; valve repair; and repair of cylinders, pistons, rings, cams and camshafts. The manual is written in both English and Spanish to enable limited English proficient adults to participate in the program. pp. 30

Skills Training: Automotive Mechanics; Small Engine Repair
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 52.H1

de la Concha, Hector
Personality Plus: Your Guide to Better Health and Personal Development
Albany, NY: New York State, Department of Corrections, 1984

This program provides common sense suggestions on improving self-image in a light and easy-to-read style. It is intended for personal use. Subject matter includes nutrition; exercise; stress and relaxation techniques; importance of a positive outlook; dress and grooming; speech recommendations; consequences of actions; and ways of dealing with difficult situations. Development of better habits in these areas is facilitated by inclusion of exercises and evaluative tests. The supplementary section provides concrete information on vitamins; proper weight; introductions and etiquette; and good speech patterns. pp. 30

Target Group: Hispanic
Language of Doc: English
Type of Doc: Supportive Services
Format: Handbook
CCC Location: NE

DOC. NO. 53.G1

English as a Second Language Curriculum
Boston, MA: Newbury Junior College, 1979

This ESL portion of a clerical bilingual vocational training program focuses on teaching general English language skills. While much of the vocabulary is used in an office setting, the program teaches general concepts such as imparting and seeking factual information; expressing and finding out intellectual, emotional and moral attitudes; how to get things done; and proper social conduct. In addition, a section teaches Spanish language skills for native and non-native speakers, using the concepts mentioned above, plus the skills of alphabetizing, using telecommunications, and writing business correspondence. The format divides the curriculum by each global concept and these are divided into two sections. The first section lists the objective and how to evaluate the student after learning it. The second section is a chart listing the task, instructional method, evaluation method, vocabulary, language and numerical suggestions/comments, and instructional materials. pp. 200+

Skills Training: General Office Clerk; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 53.G2

Office Procedures
Boston, MA: Newbury Junior College, 1980

"Office Procedures" is designed to teach those job skills needed for an entry-level clerical position as well as job-specific language skills in both English and Spanish. The global objectives and subheadings are: mail handling, compute postage for domestic, specialized and international mail, prepare incoming and outgoing mail, using zip code directory; filing, numerically and alphabetically; create index for alphabetic files, and retrieve files; use of the telephone, place calls, calculate rates/time zones, answer the phone, and take messages; filling out forms, inventories, purchase requisitions, write checks and record them, and keep petty cash records; and using office machines and equipment, identifying them, using 10-key adding machine, and making copies. The teacher's guide provides objectives, how to teach the skill, what materials are needed for each skill to be taught, and how to evaluate the student. pp. 20+

Skills Training: General Office Clerk
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Teacher guide
CCC Location: NE

DOC. NO. 53.G3

Typing; Course Description
Boston, MA: Newbury Junior College, 1979

This typing course is designed to provide the basic skills for keyboard control and production typing in both English and Spanish. Global objectives for keyboard control and production typing are divided into specific tasks. This curriculum provides for students to move from one objective to the next at their own pace. The objectives are presented both in English and Spanish to facilitate student understanding. The two global objectives are: knowledge of the machine and how to use it, and production typing. The format divides the curriculum by each global objective and how to evaluate the student after learning it. The second section is a chart listing the task, instructional method, vocabulary (language and numerical), suggestions or comments, and instructional materials. pp. 37

Skills Training: General Office Clerk; Typing
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 55.G1

Greene, Lynne; Da Silva, Rosalie; Smith, Jere
Learning Packets: Vol. II. Using the Office Telephone
Norwalk, CT: Norwalk Board of Education, 1976

"Using the office telephone" unit describes parts of the telephone, telephone terms and how to answer the telephone. To teach these skills, exercises, situational dialogues, phrases, drills, true-false, multiple choice, and yes-no questions and acivities are used. An appendix lists telephone techniques that include: how to answer the telephone, how to transfer a call, how to take accurate messages, how to answer someone else's telephone, how to screen calls, and qualities of a good and courteous secretary. A map showing different time zones for calling long distance is also included. pp. 19

Skills Training: General Office Clerk
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: NE

DOC. NO. 55.G2

Bilingual Course; Machine Tool Training; Business Education Training: Component Outlines
Norwalk, CT: Norwalk Board of Education, 1976

The bilingual component covers the following courses: communication training; social competencies; community identification; job orientation and motivation for self-esteem. Machine Tool Component covers the following courses: shop mathematics; blueprint reading and machine tool training including hand tools, lathe, drill press, milling machine and grinding. The following courses are covered under the Business Education Training Component including instructional objectives for typewriting; office machines including key-driven machines, ten key listers, transcribing machines, and duplicating machines. Office communications course lists clerical office procedures; means of communication; using the telephone including the intercom, and telephone directory, taking messages and sending telegrams. Each of these courses cover a forty-week training program. pp. 10

Skills Training: General Office Clerk; Machine Tool Operation/Machine Shop
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 55.G3

Getting Around the Office
Norwalk, CT: Norwalk Board of Education, 1976

Getting around the office is designed for use in a bilingual clerical training program. Vocabulary lists presenting parts of the typewriter and good typing skills appear in outline form. Other language skills needed in office situations are taught through the use of substitution drills, practicing proper rejoinders, graphics, formulating questions and answers, changing verb tense between present and past, forming singular and plural nouns, and testing comprehension of reading narratives. Practice exercises and tests are provided throughout to test progress. Also provided is a sample schedule for one of the classes. pp. 20

Skills Training: General Office Clerk; Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 55.G4

Kopec, Richard; Smith, Jere
Basic Shop Machine Operation
Norwalk, CT: Norwalk Board of Education, 1976

The exercises in the shop machine operation program teach the English vocabulary necessary to work in a machine shop and supplement the teaching of machine skills. Resources include vocabulary lists of machine parts, dialogues of typical shop situations, drills using vocabulary presented in the dialogues, reading selections, dictation, graphics, and other exercises to practice forming questions, affirmative and negative sentences, past and present tenses of verbs, and singular and plural forms of nouns. Basic safety signs (i.e., emergency exit, danger-keep out) are also presented. pp. 20+

Skills Training: Machine Tool Operation/Machine Shop; Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: NE

DOC. NO. 55.G5

Clerical and Office Training Program
Norwalk, CT: Norwalk Board of Education, 1975

Included are descriptions of three courses; Typewriting, Office Machines, and Communications. Each description contains a list of objectives, a course of study, and a list of books. In the typing course, the student learns basic typing skills, touch method, speed with accuracy, as well as proper procedures for business letters, business forms, manuscripts, envelopes, carbon copies, and proofreading. In the Office Machines course, the student learns to use and care for key-driven machines; ten-key listers, transcribing machines, duplicating machines, making stencils and copies, liquid duplicators, and keypunch. The Communications course emphasizes all forms of communication, including office set-up, expressing one's ideas, mail handling, rates, telephone procedures, and sending telegrams. The Typing course is taught in 200 hours, Office Machines in 100 and the Communications course in 100. pp.4

Skills Training: General Office Clerk
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 58.G1

Cleaning and Servicing Restrooms / Limpiando y Manteniendo Excusados
San Antonio, TX: San Antonio State Hospital, 1980

This is an illustrated training manual on cleaning and servicing restrooms. The manual begins with a glossary of twenty basic terms that are used in the training. Thereafter, each page contains two or three photographs with detailed descriptions. Topics introducing the unit are: a) the importance of cleanliness for health, sanitation, and appearance; b) safety precautions; c) restroom furnishings, and; d) cleaning equipment and supplies. Cleaning procedures are then presented systematically, with step-by-step instructions and a thorough question and answer review of each procedure. The entire manual is in English and Spanish. It is a companion piece to "Dusting and Washing" and "Proper Use of the Vacuum Cleaner," manuals also produced by the San Antonio State Hospital and State School. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 60

Skills Training: Custodial Services
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G2

Dusting and Washing / Dostiando y Lavando
San Antonio, TX: San Antonio State Hospital, 1980

This is an illustrated training manual on methods of dusting and washing. The manual begins with a glossary of basic terms that are used in the training instruction. Thereafter, each page contains two or three photographs with detailed captions. Topics introducing the unit are; a) the importance of maintaining clean and safe buildings, and; b) major duties of a housekeeper. Procedures for dusting and washing are then presented systematically, with step-by-step instructions and a thorough question and answer review of each. Hands-on training would be a natural accompaniment to the use of this book. The entire manual is in English and Spanish, and is a companion piece to "Cleaning and Servicing Restrooms" and "Proper Use of the Vacuum Cleaner," both produced by the San Antonio State Hospital and State School. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 48

Skills Training: Custodial Services
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G3

Jose y Maria Financean un Carro / Joe and Mary Finance a Car
San Antonio, TX: San Antonio State Hospital, 1977

This bilingual consumer education manual is a training piece on how to finance a car. It is a series of illustrations (three per page) with matching descriptions. The text emphasizes that, a) financing may be available from several sources, b) lenders offer various rates, and c) borrowers ought to comparison shop for the best arrangement. Several examples of annual percentage rates and what they mean in dollars are included. While some pictures and text reference the Texas Department of Mental Health and Mental Retardation and the manual was intended specifically for persons preparing for discharge from a state hospital, the content easily has applications for a wider audience. The entire manual is in Spanish and English. pp. 15

Skills Training: Consumer Education
Target Group: Mexican American
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G4

Operating the Kroytype Lettering Machine / Como Operar la Maquina para Hacer Letras (Kroytype)
San Antonio, TX: San Antonio State Hospital, 1981

This training manual fully illustrates and discusses step-by-step procedures for operating the Kroytype lettering machine which is used for inhouse typesetting. Introductory topics include an overview of the Kroytype machine and its components, information on supplies that need to be loaded into the machine, and basic safeguards for correct and careful operation of the machine. Detailed illustrations present the controls and key features of the machine one at a time, showing the location and functions of each. The manual was developed for study prior to actual use of the machine, and would be an invaluable aid during hands-on training. Tips on "troubleshooting" conclude the manual. The text is in English and Spanish throughout. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 25

Skills Training: Graphic & Printing Communications; Machine Tool Operation/Machine Shop
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G5

Operating the Michael Electric Stapler / Operando la Grapadora Electrica Michael
San Antonio, TX: San Antonio State Hospital, 1981

This training manual contains fully illustrated and step-by-step written procedures for operating the Michael Electric Stapler. First, the trainee is familiarized with the names and locations of the parts of this machine. Next, instructions are given for how to select the appropriate size staple for the job and how to load the machine with staples. The trainee is then shown how to run the staple in two different operations, including how to move the machine into proper position and adjust guides for the varying applications. Two quizzes are included for measuring progress and reviewing information presented. The manual is intended for study prior to operating the machine and would be an important resource during hands-on training. The text is in English and Spanish throughout. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 27

Skills Training: General Office Clerk; Graphic & Printing Communications
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G6

Operating the Mimeograph Stencil Printer / Usando el Mimeografo Impresor de Stencil
San Antonio, TX: San Antonio State Hospital, 1980

This fully illustrated training manual explains step-by-step procedures for operating the mimeograph stencil printer. Instructions are given for checking and maintaining the ink supply; loading paper into the feed tray; proper adjustment of the receiving tray; setting the counter; attaching the stencil; activating the machine, and; making copy, feed, and blade adjustments. Operating instructions include maintenance requirements and safety precautions. The manual was developed for study prior to operation of the machine, but can be used as a resource for hands-on training. Trainees are advised to also study a film from the manufacturer. The text is in English and Spanish throughout. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 26

Skills Training: General Office Clerk; Graphic & Printing Communications; Machine Tool Operation/Machine Shop
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G7

Operating Office Duplicating and Bindery Equipment / Usando Maquinas de Oficina y de Duplicacion y de Encuadernar
San Antonio, TX: San Antonio State Hospital, 1980

This fully illustrated training manual explains step-by-step procedures for operating four office machines: the electric stapler, the spiral binder, the desktop collator, and the automatic folder. Instructions are given for loading and adjusting the stapler, punching and binding in three ways, and selecting and adjusting settings appropriate for the weight and size of paper and the job requirements. Safety precautions and appropriate action to be taken when machines malfunction are emphasized. The final section contains questions and answers to review key points. The manual was written for study prior to operating the office equipment, and would be a useful reference during hands-on training. It is recommended that trainees also view a film from the manufacturer. The text is in English and Spanish. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 33

Skills Training: General Office Clerk; Machine Tool Operation/Machine Shop
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G8

Operating the Photo Stencil Maker / Usando el Mimeografo Reproductor de Foto
San Antonio, TX: San Antonio State Hospital, 1980

This fully illustrated procedural manual explains how to operate the photo stencil maker; a machine which reproduces on a stencil an image of what is on the original being copied. It is recommended that the manual be used with a film for the stencil maker,and with information from the manufacturer's operating instructions. Guidelines for proper maintenance and safe operation of the stencil maker are incorporated into the manual. The final section is made up of a series of questions and answers for review. The entire text is in English and in Spanish. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 28

Skills Training: Machine Tool Operation/Machine Shop; Graphic & Printing Communications; General Office Clerk
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G9

Operating the Platemaker / Como usar la Productora de Patron
San Antonio, TX: San Antonio State Hospital, 1980

This procedural training manual fully illustrates and explains how to make offset plates on printing equipment called a platemaker. Precision features of the equipment are pictured and described one at a time before the platemaking process is presented. It is noted that different plate manufacturers require different processing procedures. Safety precautions and proper maintenance supplies and procedures are included in the operating instructions. The manual was developed for study prior to operation of the platemaker, but would be an important resource during hands-on training and further operation. Three pages of questions with answers for review conclude the manual. The entire manual has been produced in English and Spanish. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 25

Skills Training: Graphic & Printing Communications; Printing Press Operations
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G10

Operating the Steam-Powered Dishwasher / Como Manejar la Lava Platos
San Antonio, TX: San Antonio State Hospital, 1979

This procedural training manual fully illustrates and describes how to operate the steam-powered dishwasher. The manual begins with a glossary of fifty basic terms that are used throughout the training program. Each page following the glossary contains three illustrations with detailed explanations for proper operation of the machine. Instructions include information on appropriate protective attire and on how to prepare the machine for dirty dishes. The step-by-step procedures include safety instructions. Eight pages with review questions and answers conclude the manual. The manual was designed to be studied prior to operating the dishwasher, but would be an important and useful resource during hands-on training and operation thereafter. The entire manual is in Spanish and English. The Texas Department of Mental Health and Mental Retardation has the copyright to this manual. pp. 26

Skills Training: Custodial Services; Food Production, Management, & Services
Target Group: Mexican American
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G11

Proper Use of the Vacuum Cleaner / Usar el Aspirador Propiamente
San Antonio, TX: San Antonio State Hospital, 1977

This is an illustrated training manual on how to operate the various types of vacuum cleaners used in commercial housekeeping. The first six pages contain a glossary of basic terms. Thereafter, each page contains two or three photographs with detailed instructions. Both dry and wet vacuuming are included, with descriptions of the tank or canister type and the upright filter vacuum cleaner. Attachments are shown with examples of when and how to use them. Equipment maintenance is the final topic covered. A written quiz is included, and solutions are provided on the final page. The entire manual is in English and Spanish. This is a companion piece to two other housekeeping training manuals produced by the San Antionio State Hospital, "Cleaning and Servicing Restrooms" and "Dusting and Washing." pp. 38

Skills Training: Custodial Services
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 58.G12

The Vacuum Gauge / El Indicador Vacio
San Antonio, TX: San Antonio State Hospital, 1977

This illustrated training manual explains how to use the vacuum gauge in automotive repair work. The manual begins with a nine-page glossary of terms. Thereafter, step-by-step instructions accompany a series of photographs and drawings on the device. The manual is organized under the following topics: "The Vacuum Gauge," "What the Vacuum is," "The Effect of Engine Parts on the Vacuum," The Vacuum Gauge Dial," "Conversion from Inches to Centimeters and from PSI to g/cm2," "Connecting the Vacuum Gauge," "The Cranking Vacuum Test," "The Ignition Timing Test," "Vacuum Leakage Test," "Valve Action Test," "Exhaust Back Pressure Test," "PVC System Test," "Emission Control Testing," and "Making a Full Flow Test." Two true/false quizzes are included. The entire manual is in English and Spanish. pp. 46

Skills Training: Automotive Mechanics
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: MW

DOC. NO. 60.G1

Wilkinson, Betty J.
Electronics Assembly English as a Second Language
San Francisco, CA: San Francisco Community College District, 1980

This document is one chapter of a manual for Electronics Assembly English as a Second Language, a basic electronics course developed for Vietnamese with limited English ability. It can be used by instructors in a classroom situation with a group of students of diverse ethnic backgrounds who are limited English speakers. This chapter is divided into four lessons titled as follows: Introduction to Materials; Uses of Tools and Materials, and; Conductors, Insulators and Semiconductors. The author has included drawings to illustrate tools and their functions. There are basic student-teacher dialogues to practice, not only elementary English phrases and sentences, but also nomenclature and use of tools and materials. Also included, are exercises to test knowledge of English and electronics terms. pp. 26

Skills Training: Electrical & Electronic Technologies; Vocational English As A Second Language
Target Group: Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 61.B1

Intake and Evaluation Forms
San Francisco, CA: San Francisco Community College Dist., Mission Center, 1978

There are four forms provided in this package, developed by the SFCC District's Mission Center, that solicit information from students upon entering, and upon completing the bilingual vocational training programs provided by the college. These forms were developed for Spanish speaking students, but may be adapted for use with students of other ethnic backgrounds who wish to enroll in any vocational ESL program. One of the forms is a "General Intake Form" that asks the student for personal information, including general data such as, name, address, place of birth, and citizenship. This form also contains sections on military service, education, and work experience. Also included is a "Student Evaluation Form", that asks the student for an evaluation of the training program and courses, its instructors, and the training materials used. Both forms are translated into Spanish. pp. 6

Skills Training: Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Intake and Orientation
Format: Application
CCC Location: WE

DOC. NO. 61.G1

Cerone, Lydia; Galos, Roberto; Sainz, Ana Maria
Bilingual Medical/Dental Receptionist Program Curriculum, Spanish/English
San Francisco, CA: San Francisco Community College Dist., Mission Center, 1979

The San Francisco Community College District developed this curriculum for a Bilingual Medical/Dental Receptionist Program. According to the preface, the curriculum was tailored for LES students fluent and literate in Spanish, with an intermediate level in English, as measured by the English Placement Test (EPT), developed at the San Francisco Community College District. The curriculum consists of the following three components: Typing in Spanish and English; Office Procedures in English; and Medical/Dental Clerical Preparation in Spanish and English. This very complete package contains course descriptions and objectives in Spanish and English, fifteen one-page typing lessons with keyboard illustration, also in both languages, and a summary evaluation of the program. Anatomical illustrations are also provided. pp. 120+

Skills Training: Medical Assisting; Dental Assisting; Bilingual Secretarial Training
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 61.G2

Bilingual Medical/Dental Receptionist Program
San Francisco, CA: San Francisco Community College Dist., Mission Center, 1979

This performance objectives outline was designed to determine important factors in student performance in a bilingual medical and dental receptionist program. This program was developed for limited English speaking Hispanics. The outline can be used by program coordinators and instructors in planning similar programs and curricula. This outline may be used with students of diverse ethnic backgrounds. It is divided into theory, clerical, and job preparation components, which make up this program. Students must be able to demonstrate knowledge of each objective in English, on the clerical component of the outline, and must demonstrate bilingual knowledge in the theory component and the job preparation component. The theory component outlines what the student should know about medical and dental terminology and equipment. pp. 8

Skills Training: Medical Assisting; Dental Assisting; Bilingual Secretarial Training
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: WE

DOC. NO. 61.G3

Bilingual Graphic Arts and Advertising Production Program; Performance Objectives
San Francisco, CA: San Francisco Community College Dist., Mission Center, 1978

This outline of performance objectives was developed by the San Francisco Community College District to implement a bilingual graphic arts and advertising production training program. The document states that, "each student will demonstrate bilingual knowledge of each stated objective in a setting to be determined by the instructor." The objectives are grouped into three components: theory; communication, and job preparation. Each component contains objectives; specification of a mode, whether written or verbal; the method of instruction; the method of evaluation, and, the degree of proficiency expected. This document may be useful to instructors of graphic arts courses, or administrators planning a bilingual vocational training program. This program was developed for Hispanics but can easily be adapted for any ethnic group. pp. 4

Skills Training: Graphic Art
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: WE

DOC. NO. 63.G1

Nurse's Assistant; Vital Signs
San Juan, TX: SER/HIDALGO Jobs for Progress, 1976

These materials were developed for a nursing assisting program for Hispanics. An outline is provided, for teaching a unit on "vital signs", that includes objectives, activities, and a method of evaluation. The outline presents suggested teaching materials for the course, such as handouts, films and filmstrips, a graphic sheet, oral and rectal thermometers, a stethoscope and other items. The filmstrips are listed in a bibliography, but the author does not mention how to obtain the other materials. Included, is a list of topics covered in the unit and the number of hours to be spent on each. There is a vital signs information sheet with terms and definitions, a progress chart, a quiz, an answer sheet, and a student demonstration sheet. Also provided are, ESL objectives, pre-tests in English and Spanish, a post-test in English, and an English-Spanish vocabulary list. pp. 18

Skills Training: Nursing Assisting
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: MW

DOC. NO. 63.G2

Welding I; Shielded Metal Arc Welding
San Juan, TX: SER/HIDALGO Jobs for Progress, 1976

This package of instructional materials can be used by instructors to design a welding program for Spanish speakers. This material includes a course description for Welding I, that defines the course objectives, activities and evaluation, and suggests teaching materials that may be used. The course description includes topics to be covered and the number of hours to be spent on each. There is an information sheet for shielded metal arc welding that lists terms and definitions related to welding, and a description of an ESL welder's course that states student objectives in verbal ability. Also provided are: a bibliography of textbooks; a bilingual pre-test that tests knowledge of welding terminology; a post-test that asks for definitions in English, and; a bilingual list of welding terms. pp. 14

Skills Training: Welding Technology
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Course description
CCC Location: MW

DOC. NO. 63.G3

Butchers/Meatcutters; Retail Cuts of Beef
San Juan, TX: SER/HIDALGO Jobs for Progress, 1976

This package of instructional material can be used by instructors in planning a class in meatcutting for Hispanics of limited English speaking ability. The course description provides the objectives of the course, states the evaluation method to be used for the student, and outlines course activities. The author suggests that the following materials be used in the course: viewing slides on various classes and grades of beef; a visual of a cut of beef; and a beef chart showing where the retails cuts of beef come from, but does not indicate where to obtain them. The handouts show classes and grades of meat and how to distinguish them; a list on specific class activities; and English/Spanish ESL pre-tests and post-tests. Also included, are bilingual butchers/meatcutters ESL vocabulary lists, and a list in English, of terms and definitions on meat grading. pp. 16

Skills Training: Meatcutting
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Course description
CCC Location: MW

DOC. NO. 65.G1

Rodriquez-Abad, Luis; Arauz, Luis; Pariente, Cesar Edmundo
Microcomputer Operator Curriculum
New York, NY: Solidaridad Humana, Inc., 1986

This outline of the data entry course for limited English proficient adults describes an integrated curriculum for teaching computer skills and ESL. Computer skills include but are not limited to basic typing skills, letters, memos, forms, reports; computer operation, recording, encoding and classifying data; record fields, creating, labeling and updating files; data entry devices; use of word processing software in data processing, saving, reading, copying, deleting and printing files, and; creating, correcting, adding to, changing and printing a Data Base. English skills include those the trainee will need on the job; computer system nomenclature; computer functions and commands; comprehension of business texts, forms, flow charts, applications, resumes, and operations manuals; record keeping, and; interview and telephone techniques. The course lasts 20 weeks. pp. 11

Skills Training: Business Data Processing & Related Programs; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: NE

DOC. NO. 66.A1

Proyecto ACCESO; Brochure
Chicago, IL: St. Augustine College, 1984

St. Augustine College in Chicago produced this brochure to disseminate information about Proyecto Acceso, a vocational training program for Hispanics. This brochure, written in Spanish, is intended to reach members of the Hispanic community in Chicago who are seeking training in job-related English and in developing new vocational skills. The training programs offered are an Assistant Chef Program and a Nurse's Assistant Program. Although this brochure was developed for Hispanics, it may be used as a model for recruiting other ethnic groups. The brochure includes information such as the duration of each program, the kinds of classes offered, whether they are day or evening classses, and the kind of certification issued at program completion. Also included, are program prerequisites, and a list of items and services provided by the program. pp. 1

Skills Training: Medical Assisting; Chef/Cook
Target Group: Hispanic
Language of Doc: Spanish
Type of Doc: Outreach and Recruitment
Format: Brochure
CCC Location: EC

DOC. NO. 66.B1

Intake and Assessment Forms for Assistant Chef Program
Chicago, IL: St. Augustine College, 1984

These intake and assessment forms were developed by St. Augustine College for Proyecto Acceso, a bilingual vocational assistant chef program for Hispanics. These forms may be used with prospective trainees whose native language is Spanish, and are enrolling in a bilingual vocational training program. This package contains the following forms: an English intake interview form soliciting personal data from the trainee and evaluative comments from the interviewer; a Spanish interview assessment form, and; a Spanish interview checklist form. Also included, is a commitment form in Spanish, to be signed and dated by the student, before a witness. A "Release of Liability" and a "Mid-cycle Evaluation" forms are bilingual, Spanish - English. Other forms attached are: a mid-term presentation form, a job coaching form, and selected data chart, all in English. pp. 14

Skills Training: Chef/Cook
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Intake and Orientation
Format: Interview form
CCC Location: EC

DOC. NO. 66.G1

Shin, Masako T.; Thorson, Ann, Translator
Food Service Technical Terms; English - Spanish Lexicon
Chicago, IL: St. Augustine College, 1981

This 22-page list of food service technical terms submitted by St.Augustine College, appears to have been developed by the Career Development Center, School of Technical Careers, Southern Illinois University at Carbondale, Illinois. This English - Spanish list of food and cooking vocabulary was developed to train limited English speaking Hispanics enrolled in a chef program or an institutional cooking program. It can be used in a classroom situation by instructors, by students, and by supervisory personnel at food service institutions where limited English speaking Hispanics are employed. The material is divided into sections of food and cooking terminology as follows: Basic Food Items; Common Baking Terms; Food Cutting Terms; General Cooking Terms; Non-English Culinary Terms, and; Tools and Equipment. pp. 22

Skills Training: Chef/Cook
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 66.G2

Assistant Chef Program; Vocational Objectives, and Sample Menus
Chicago, IL: St. Augustine College, 1984

Vocational objectives, and daily and weekly menus comprise this package of instructional materials developed by St. Augustine College for an assistant chef program for Hispanics. These materials can be used by instructors and students in a training program for assistant chefs and cooks. Each vocational objective list consists of a series of tasks that outline the steps to accomplish a particular objective; an ESL related task that requries students to verbally describe the activities being performed; and a materials and strategies section that lists instructional strategies and materials suggested for the objectives. The topics covered in each vocational objective are the preparation of specific recipes, such as Italian sauce or beef pot pie. This package contains many complete breakfast, lunch, and dinner menus. pp. 60

Skills Training: Chef/Cook
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Objectives
CCC Location: EC

DOC. NO. 66.G3

Assistant Chef Program Curriculum Outline, Safety and Sanitation
Chicago, IL: St. Augustine College, 1984

This bilingual curriculum outline was developed for an assistant chef program for Hispanics. It lists key terms for food production and service such as: types of food service, cafeteria, snack bar, etc. ; employment in the food service industry, cook, bus person, etc. ; good human relations, and other topics. The outline also provides an orientation to safety, personal appearance and grooming, teamwork, employer expectations, and good manners on the job. The "safety and sanitation" section discusses various types of kitchen fires, their causes, and how to extinguish them. Also discussed are OSHA regulations, and items from the book Safety and Sanitation . Illustrations of types of fire extinguishers, and a chart of the effects of temperature on certain bacterias, are also provided, along with the Spanish translation of all of these items. pp. 35

Skills Training: Chef/Cook
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: EC

DOC. NO. 66.G4

Helgesen, Marc E., Editor
Food Service; A Bilingual Reference Manual for Spanish Speakers
Chicago, IL: St. Augustine College, 1981

As the title of this document indicates, it is a bilingual reference manual in food service for Spanish speakers. The manual was submitted by St. Augustine College and produced by the Menard Vocational Project for New English Speakers. The subjects covered are: cleanliness as a result of washing; rules for Menard food service jobs; and career ladders, that explain some of the jobs available in food production and service. The author has included charts of career ladders of personnel employed in cold storage, the officer's kitchen, the dining room, the vegetable house, and the residents' kitchen, along with their functions and hierarchy. Also provided are beef and pork charts showing various meat cuts, and an illustration of an electric vegetable peeling machine. There are also bilingual lists of cooking terms and of baking implements. pp. 19

Skills Training: Food Production, Management, & Services; Chef/Cook
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 66.G5

Spanish for Restaurants; Ingles para Restaurantes
Chicago, IL: St. Augustine College, 1984

According to the author's description of this document, it is a comprehensive manual with conversation and vocabulary used by employees of restaurants, especially compiled for waiters, maitres d'hotel, waitresses, bus boys, cooks, restauranteurs and barmen. This bilingual, English-Spanish manual contains a brief section on the pronunciation of Spanish sounds and alphabet, and word accentuation. There is also a two-page section with short conversations and phrases for the waiter, with the Spanish equivalents. The bulk of the text consists of bilingual lists of food and food service vocabulary in the following areas: vocabulary for the table; menu terminology; cooking terminology; alcoholic beverages; and a dictionary of foods, meals, and dishes. Also included are a list of important verbs, a basic grammar section, and a list of numbers in Spanish. pp. 20+

Skills Training: Food Production, Management, & Services; Chef/Cook
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: EC

DOC. NO. 67.D1

Bilingual Vocational Training Program: Assessment Materials
Stamford, CT: Stamford Board of Education, 1984

These assessment materials consist of four separate forms. The form for the machinist program includes space for a grade, ranging from unsatisfactory to excellent, in specific skill areas: layout; setting up and running lathe; Bridgeport Machine horizontal milling machine, and surface grinder; work on bench and drill press, and; blueprint reading. The characteristics evaluated include work attitude, goal directed, accepting criticism, motivation, cooperation and attendance, and interpersonal skills, with instructors and co-workers. The clerical program evaluation form has a similar breakdown of skills to be graded at the end of 3, 10 and 20 weeks. The specific skills include typing, word and data processing, filing, adding machine, calculator, accounting and receptionist duties. The personal characteristic include appearance, manners, motivation, attendance, initiative, and dependability. pp. 2

Skills Training: Machine Tool Operation/Machine Shop; General Office Clerk
Target Group: Hispanic
Language of Doc: English
Type of Doc: Evaluation, Trainee
Format: Progress report
CCC Location: NE

DOC. NO. 67.D2

Bilingual Vocational Training Program: Evaluation and Follow-Up Forms
Stamford, CT: Stamford Board of Education, 1984

This evaluation form is to be used for self-rating by participants in the machinist and clerical vocational training program. The participants rate themselves in grooming, clothes, posture, manners, language, voice, eye and body control, attitude, personality, interview skills, motivation, qualifications, and potential. This self-evaluation takes place after the participant has already been placed in a job. The trainee is evaluated by a rating of 1 to 5 (1 being the lowest, 5 being the highest) on the following factors: quantity and quality of work, job knowledge, dependability, adaptability and communications. There is also a space for general comments. pp. 2

Skills Training: Machine Tool Operation/Machine Shop; General Office Clerk
Target Group: Hispanic
Language of Doc: English
Type of Doc: Evaluation, Trainee
Format: Progress report
CCC Location: NE

DOC. NO. 67.E1

Kessler, Dorothy
Bilingual Vocational Training
Stamford, CT: Stamford Board of Education, 1983

The initial part of this document offers advice to participants ready to go on job interviews. It acknowledges that candidates, trainees, usually do well on their first interview with the personnel director, but poorly on the more technical second interview. The advice given includes encouraging the trainee to demonstrate his/her knowledge of the subject even if that means the trainee must correct the interviewer. The second part of the advice packet describes what the trainee should and should not do when he/she wishes to quit a job. It encourages the trainee to plan ahead, find another job, be honest, tell his/her boss that he/she is quitting, be polite, and avoid "telling off" his/her boss. The format is five statements with which the trainee agrees or disagrees. A discussion of their responses is intended for classroom activity. pp. 2

Skills Training: Machine Tool Operation/Machine Shop; General Office Clerk
Target Group: Hispanic
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Interview sample questions
CCC Location: NE

DOC. NO. 67.G1

Bilingual Clerical Curriculum: Course Outline; Bilingual Machine Operation Curriculum: Course Outline
Stamford, CT: Stamford Board of Education, 1977

Two course outlines, one for bilingual clerical curriculum and one for bilingual machine operation curriculum, are described. Bilingual clerical curriculum lists office tasks/activities which include taking dictation; using secretarial equipment; using sources of information; meeting the public via telephone and in person; communication services; writing business letters, preparing business reports; making travel arrangements and keeping financial records. The machine operation curriculum lists tasks and activities for learning how to use the following machines/tools: hand and measuring tools; tool grinder; drill press; saws; lathe; surface grinder; and bridgeport miller. Typical weekly schedules for general clerical and machine operation classes are presented. pp. 5

Skills Training: General Office Clerk; Machine Tool Operation/Machine Shop
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 67.G2

Course Outline for Bilingual Office Clerk
Stamford, CT: Stamford Board of Education, 1984

This course focuses on teaching office skills other than typing. The student learns to take dictation, to transcribe, to use and effectively manage secretarial equipment and supplies, to use standard sources of information (i.e., secretarial references, reference directories on business concerns and people, etc.); to meet the public in person, visitors to the office, with and without appointments, and by telephone, incoming and outgoing calls, office switchboard; utilize effectively the mail and telegraph system; write business letters, prepare and utilize business documents, reports, statistical information, and legal papers; make travel arrangements, and keep financial records, banking, expenses, petty cash, payroll and income tax records. pp. 2

Skills Training: General Office Clerk
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: NE

DOC. NO. 67.H1

Course Description of Career and Life Skills Program
Stamford, CT: Stamford Board of Education, 1984

This program has five activity packets, each of which contains a list of objectives, descriptions of activities, and the materials necessary to perform the activities. The five activity packets are: (1) orientation to career planning and attitudes toward work, (2) self-awareness, (3) decision-making skills, (4) survival skills, job-hunting and obtaining, and (5) job-keeping skills, such as work habits and interpersonal skills. Each packet has three to seven objectives. The first packet's objectives include realistic and flexible career planning. The second packet's objectives helps the student make an honest assessment of his/her aptitudes, interests, abilities and values and understand the relationship between these characteristics and choosing a field of work. The third packet features decision-making and planning skills. The fourth and fifth packets contain information on sources of job information, job obtaining skills and responsibilities in the work environment. pp. 3

Skills Training: General Office Clerk
Target Group: Hispanic
Language of Doc: English
Type of Doc: Supportive Services
Format: Course description
CCC Location: NE

DOC. NO. 68.G1

Descriptions of Vocational Areas; Spanish - English
Stockton, CA: Stockton Unified School District, 1975

These bilingual materials were originally developed for Mexican and Mexican American trainees enrolled in automotive mechanics, business machine repair, cosmetology and business education courses, but they can be used to train students from other Hispanic groups. This package consists of three course descriptions, in Spanish and English. The course descriptions of these programs state that they are designed to prepare students for entry level skills in the specified training areas, and that the course will provide a period of practical experience in these fields. Each description includes the number of hours for each course, as well as the number of units, a general overview of the course, the recommended requirements, the course outcomes and future opportunities. The last section defines the possibilities of finding employment in these areas in the future. pp. 8

Skills Training: Business Machine Repair; Cosmetology; Automotive Mechanics
Target Group: Mexican; Mexican American
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

DOC. NO. 69.G1

Bilingual Medical Terminology
Denton, TX: Texas Woman's University, 1977

This is a two-page outline for the bilingual medical terminology component of a college training course for bilingual emergency medical tehnicians. It contains a course description, objectives, unit content, methodology, and evaluation. It may be useful to curriculum developers, planning a training program for bilingual individuals. Since this material is completely in English the ethnic origin of the trainees is not relevant. This outline is developed with the limited English speaker in mind. pp. 2

Skills Training: Emergency Medical Technology - Paramedic
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: MW

DOC. NO. 69.G2

A training Course for Bilingual Emergency Medical Technician--Outline and Specific Objectives
Denton, TX: Texas Woman's University, 1977

This outline was developed for a college-level training course for bilingual emergency medical technicians (EMT). The outline includes specific objectives for teaching skills in the following areas: role of the EMT; airway obstruction and pulmonary arrest; mechanical aids to breathing and pulmonary resuscitation; cardiac arrest; bleeding and shock; wounds, fractures, and other injuries; causes, signs and symptoms of various medical emergencies; childbirth and problems of child patients; lifting and moving patients; environmental emergencies; extrication from automobiles; operations, and; responding to an ambulance call. pp. 9

Skills Training: Emergency Medical Technology - Paramedic
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Outline
CCC Location: MW

DOC. NO. 69.I1

Bilingual Emergency Medical Technicians; Final Report 1977
Denton, TX: Texas Woman's University, 1977

This is an administrative report on a bilingual vocational education program to train emergency medical technicians. The program was developed and carried out at the Texas Woman's University at Denton, TX. Candidates for the program were drawn exclusively from the Mexican - American Spanish speaking community residing in Dallas, TX. Report topics include program development and organization, program implementation, evaluation, recommendations, and a financial report. Appendices contain: information on applicants and applications; schedules and lectures; examinations, grades, and reports; supplies and equipment; student attendance, and program evaluation. The program was again carried out during the following academic year, and a similar report was prepared in 1978. pp. 96

Skills Training: Emergency Medical Technology - Paramedic
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Administration
Format: Report
CCC Location: MW

DOC. NO. 69.I2

Bilingual Emergency Medical Technicians; Final Report 1978
Denton, TX: Texas Woman's University, 1978

This is an administrative report on a bilingual vocational education program for training emergency medical technicians. Having carried out the program similarly during the previous academic year, the Texas Woman's University at Denton drew candidates from the Mexican-American Spanish speaking community in Dallas, TX. The main topics of the report are the following: Introduction; Program Development and Organization; Program Implementation; Evaluation; Recommendations; Financial Report, and EMT News Articles. Appendices include information on recruitment; application; supplies; hospital agreement and clinical rotation; schedule; charts; slides, films, lectures, handouts, tests, exercises, and reports; student data, including grades and attendance; evaluation, certification and follow-up, and news articles. pp. 161

Skills Training: Emergency Medical Technology - Paramedic
Target Group: Mexican American
Language of Doc: English; Spanish
Type of Doc: Administration
Format: Report
CCC Location: MW

DOC. NO. 70.G1

Curriculum Guide for the Bilingual Vocational Data Entry Word Processing Program
River Grove, IL: Triton College, 1985

Triton College has submitted this curriculum guide developed for a Bilingual Vocational Data Entry Word Processing program. According to the statement of purpose, this curriculum guide was designed to assist the vocational instructor in providing effective occupational area instruction and should be utilized in conjunction with a VESL Curriculum Guide for bilingual vocational training programs, which is available at their resource library. Although this guide was developed for Hispanics, it may be used by groups with at least an intermediate level of English ability. This instructional manual divides the material into the following chapters: Data Entry/Word Processing Guide; Keyboarding; Data Entry; Word Processing and Vocabulary, and Triton Support Services. pp. 51

Skills Training: Business Data Processing & Related Programs; Word Processing
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: EC

DOC. NO. 70.G2

VESL Curriculum Guide for the Triton College Bilingual Vocational Data Entry Word Processing Training Program
River Grove, IL: Triton College, 1985

This VESL Curriculum Guide was developed for a data entry word processing training program for Hispanics. It may be used by instructors to plan classes in this type of program, for students of diverse ethnic groups, or it may be used in the classroom as well. These instructional materials are divided into five levels, similar to lessons, that cover basic English grammar, parts of speech, sentence structure, and verb tenses. Each level includes materials used in class, and a mastery criteria. The author has also provided a "pre-employment instruction" section that consists of outlines of student objectives and activities in job-seeking skills, such as: telephone etiquette, business correspondence, resume writing, and interviewing skills. The appendix contains a vocabulary list and instructor strategies and methods. pp. 50

Skills Training: Word Processing; Vocational English As A Second Language
Target Group: Hispanic
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: EC

DOC. NO. 71.E1

Requirements and Guidelines Handbook for Dental Assisting Interns
Los Angeles, CA: University of California, Extension Division, 1977

This handbook developed by the U.C.L.A. Extension Division Bilingual Dental Assistant Program is a guideline for dental assistant interns, preparing them for future employment in the field. In this handbook, the author has included information for doctors such as: their responsibilities towards the interns, what to expect of them, and how to evaluate them. A section that describes the responsibilities of the student includes suggestions on performance, dress, personal conduct, and attendance. There is a list of "appearance standards" that mention all aspects of personal appearance, including dress, hair, fingernails, jewelry, hygiene, and make-up. Attached are three sample evaluation forms to be used by the dentist in evaluating the intern on items such as appearance, and familiarity with instruments, materials, office procedures, and x-ray techniques. pp. 9

Skills Training: Dental Assisting
Target Group: Hispanic; Vietnamese
Language of Doc: English
Type of Doc: Job Counseling, Readiness and Placement
Format: Handbook
CCC Location: WE

DOC. NO. 71.G1

Kalbus, Setusuko
The Purpose and The Benefit of Dental X-rays
Los Angeles, CA: University of California, Extension Division, 1977

As the title of this document indicates, the intent is to show readers the purpose and benefits of dental x-rays. This document can be used by instructors with students of limited English speaking ability in a dental assisting class. It is a trilingual manual written in English, Spanish, and Japanese, that asks and explains questions dealing with the importance of dental x-rays, their appropriate use, and x-ray films and what they will reveal. The author has provided illustrations of x-ray equipment and its usage, including items such as a lead apron, high speed film, an aluminum filter, and trouble spots in the gums and teeth that are revealed on x-ray films, like cavities, the condition of the supporting bone, impacted teeth, and abcesses. This document emphasizes that x-ray equipment can be safe if properly used by experienced people. pp. 27

Skills Training: Dental Assisting
Target Group: Hispanic; Japanese
Language of Doc: English; Spanish; Japanese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 71.G2

Registered Dental Assistant Syllabus
Los Angeles, CA: University of California, Extension Division, 1977

According to the author of this document, "This syllabus is designed to introduce (the student) to the information necessary to perform designated expanded duties. Knowledge of dental anatomy, terminology, and office procedures is vital before embarking in the advanced and challenging field of patient care." This material, developed for Hispanic and Japanese dental assistant students, can be used by instructors with students of other ethnic groups. The syllabus contains a list of technical dental terminology and definitions. Also included are: an outline of "Operatory Equipment Criteria for Team Dentistry," with illustrations showing dental equipment and its use; an outline of "The Pharmacology of the Emergency Drugs," that list drugs used in dentistry, their recommended dosages and uses, and a chart of "Emergencies Incidental to Dental Treatment." pp. 43

Skills Training: Dental Assisting
Target Group: Hispanic; Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

153

DOC. NO. 71.G3

Gutierrez, Yolanda
Plaque Control
Los Angeles, CA: University of California, Extension Division, 1977

This instructional manual seems to have been developed by students of the U.C.L.A. dental assistant class, for teaching proper dental care to patients and possibly to the community. Although there is technical terminology used, the level of English appears to be basic. The dental assisting program trained limited English speaking Hispanic and Vietnamese, but this material can be used to train students of other ethnic groups. The author has included her own drawings to illustrate subjects such as flossing techniques, toothpaste selection, the desirable and undesirable conditions of a toothbrush, and proper brushing techniques. Some of the topics covered in this manual are: plaque, disclosing tablets, flossing and brushing techniques, and the importance of flouride and proper diet. pp. 20

Skills Training: Dental Assisting
Target Group: Hispanic; Vietnamese
Language of Doc: English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 71.G4

The Dentist; English - Vietnamese
Los Angeles, CA: University of California, Extension Division, 1977

This vocabulary list was developed by the U.C.L.A. Extension Division for Vietnamese dental assisting students of limited English ability. The list can be used by instructors and students in a dental assisting class, and by dentists and dental assistants in a dentist's office. It contains vocabulary items, phrases and commands frequently used in a dentist's office to communicate with patients. These items are arranged in two columns; one includes the English vocabulary, and the other has the Vietnamese translation. Provided are commands such as: "Sit in the chair, please"; "Open your mouth, please"; "Rinse your mouth", and other sentences used to communicate with a Vietnamese speaking patient. The list also includes basic dental terminology and questions that may be asked to gather information about a patient's dental condition and history. pp. 4

Skills Training: Dental Assisting
Target Group: Vietnamese
Language of Doc: Vietnamese; English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: WE

DOC. NO. 71.G5

The Dentist; First Aid Emergencies; Russian - English
Los Angeles, CA: University of California, Extension Division, 1977

This list of vocabulary and phrases was developed by the U.C.L.A. Extension Division for Russian dental assisting students of limited English ability. The list can be used by instructors and students in a dental assisting class, and by dentists and dental assistants in a dentist's office. It contains vocabulary items, phrases and commands frequently used in a dentist's office to communicate with patients. These items are arranged in two columns; one includes English terminology, and the other has the Russian translation. Also provided in this package is a bilingual "First Aid Emergencies" list of terms and their Russian definitions, and a second list titled "First Aid" with a similar format. The lists titled "In the Dentist Office" and "The Dentist" contain basic dental terminology, with questions about a patient's dental condition and history. pp. 9

Skills Training: Dental Assisting
Target Group: Russian
Language of Doc: Russian; English
Type of Doc: Instructional Materials
Format: Instructional manual
CCC Location: WE

DOC. NO. 71.G6

Plaque and Dental Problems; First Aid Emergencies; English - Japanese
Los Angeles, CA: University of California, Extension Division, 1977

This lesson plan provides the dental assisting student with basic information on dental plaque and dental problems. This material was developed by the U.C.L.A. Extension Division for a dental assistant program for Japanese students who have limited English speaking ability. It can be used by instructors and students in a classroom situation, and can also be used to inform the community on proper dental care and dental disease prevention. This illustated lesson plan includes information on the composition of dental plaque, how to avoid it, and diseases caused by it. There are also step-by-step brushing and flossing instructions, steps to remove plaque, and an outline for a recommended diet. This package provides a translation in Japanese of this document and two bilingual vocabulary lists titled "First Aid Emergencies" and "Periodontics". pp. 26

Skills Training: Dental Assisting
Target Group: Japanese
Language of Doc: English; Japanese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 71.G7

The Dentist; First Aid Emergencies; English - Chinese
Los Angeles, CA: University of California, Extension Division, 1977

This is a list of vocabulary and phrases developed by the U.C.L.A. Extension Division for Chinese dental assisting students of limited English speaking ability. The list can be used by instructors and students in a dental assisting class, and by dentists and dental assistants in a dentist's office. It contains vocabulary items, phrases, sentences and commands used in a dentist's office to communicate with limited English speaking Chinese patients. This material provides the English terminology and the Chinese translation. The lists titled "The Dentist" and "In the Dentist's Office" contain basic dental terminology, with questions about a patient's dental condition and history. Also provided in this package is a bilingual "First Aid Emergencies" list of first aid terms, and an illustrated unit on proper brushing and flossing techniques. pp. 13

Skills Training: Dental Assisting
Target Group: Chinese
Language of Doc: English; Chinese
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 71.G8

The Dentist; English - Korean
Los Angeles, CA: University of California, Extension Division, 1977

This vocabulary list was developed by the U.C.L.A. Extension Division for Korean dental assisting students of limited English speaking ability. The list can be used by instructors and students in a dental assisting class, and by dentists and dental assistants in a dentist's office. It contains vocabulary items, phrases and commands frequently used in a dentist's office to communicate with patients. These items are arranged in two columns; one includes the English vocabulary, and the other has the Korean translation. Provided are commands such as: "Sit in the chair, please"; "Open your mouth, please"; and other sentences used to communicate with a Korean speaking patient. The document contains questions that may be asked to gather information about a patient's dental condition. Also included is a first aid list of terms with Korean definitions. pp. 7

Skills Training: Dental Assisting
Target Group: Korean
Language of Doc: English; Korean
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: WE

DOC. NO. 71.G9

"Plaque"; Spanish and English
Los Angeles, CA: University of California, Extension Division, 1977

This document was produced by the University of California Department of Continuing Education, to train Hispanics in dental assisting. Included in this package are both the English and the Spanish versions of the document. It could be used by instructors to train Spanish speakers as dental assistants, and the English text can be used with groups of diverse ethnic backgrounds. This lesson plan contains illustrations and data on the formation, composition and prevention of plaque, and states the numerous diseases that it can cause. The author has included illustrated sequential directions on proper flossing and brushing techniques. Also provided is a list of specialties in the dental field, a list of stain classifications, their causes and methods of prevention, a facts and statistics section, and guidelines for a basic diet. pp. 30

Skills Training: Dental Assisting
Target Group: Hispanic
Language of Doc: Spanish; English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 71.G10

Operative Dentistry
Los Angeles, CA: University of California, Extension Division, 1977

This lesson plan was developed for a bilingual dental assistant training program at U.C.L.A. It is a unit on an aspect of dentistry that "is concerned with those procedures which are applied to the exposed surfaces of the tooth". Basically, it has to do with repairing dental cavities. This plan includes information on dental restorative materials, cavity preparation, and finishing steps. The six classifications of cavities are explained and a test is provided for review purposes. The information in this document is very basic and is intended for dental assistant students, not dentistry students. It can easily be used in any dental assisting training program for limited English speaking students, regardless of their native language. All of the document is in English. One section presents a vocabulary list with ESL students in mind. pp. 12

Skills Training: Dental Assisting
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 71.G11

Vocational English as A Second Language for Dental Assisting Training
Los Angeles, CA: University of California, Extension Division, 1977

This VESL material is composed of ESL exercises and many vocabulary lists. Some of the lists are of medical/dental terms, with definitions, dealing with making appointments, the reception area, histology, and doctor-patient conversation. Other lists are of two and three word collocations, suffixes, prefixes, superlatives, and adjectives. Also included are comprehension exercises, role-playing dialogues, pronunciation drills, grammar exercises, and cross-word puzzles. This material can be used in any bilingual vocational training program for dental assisting, with any ethnic group. It can also be easily adapted for any ESL class. The material was developed for a BVT program for a multi-lingual and multi-cultural group of students. pp. 40+

Skills Training: Dental Assisting
Language of Doc: English
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: WE

DOC. NO. 71.G12

Bio - Dental
Los Angeles, CA: University of California, Extension Division, 1977

This lesson plan presents information about bio-dental science, or the development of teeth and surrounding tissue, in the fetus. Tooth development takes place in the 5th and 6th weeks of the embryo. Also included is information of the muscles of mastication, the parts of the skull, and the development of an individual tooth. This instructional material is for a dental assistant program for limited English speakers from various backgrounds, but since it is only available in English it may be used with any LEP person. The material is presented in very basic language and is not technical. An examination is attached, on the morphology of permanent teeth. A dental assisting training program may find this lesson plan useful for curriculum development and planning. pp. 20+

Skills Training: Dental Assisting
Language of Doc: English
Type of Doc: Instructional Materials
Format: Lesson plans
CCC Location: WE

DOC. NO. 71.G13

The Dentist and First Aid; English - Spanish
Los Angeles, CA: University of California, Extension Division, 1977

This is a list of vocabulary and phrases developed for Hispanic dental assistant students of limited English ability. The list can be used by instructors and students in a dental assisting class, and by dentists and dental assistants in a dentist's office. It contains vocabulary items, phrases, sentences and commands used in a dentist's office to communicate with limited English speaking Hispanic patients. This material provides the English terminology and the Spanish translation. The lists titled "The Dentist" and "In the Dentist's Office" contain basic dental terminology, with questions about a patient's dental condition and history. Also provided in this package are bilingual lists titled "First Aid;" "First Aid Emergencies;" and "Periodontics;" and a letter to parents showing them how to introduce their children to the dental clinic. pp. 15+

Skills Training: Dental Assisting
Target Group: Hispanic
Language of Doc: English; Spanish
Type of Doc: Instructional Materials
Format: Vocabulary List
CCC Location: WE

DOC. NO. 71.G14

Orientation to Dentistry
Los Angeles, CA: University of California, Extension Division, 1977

This package of course outlines, descriptions, and objectives was developed for dental assistants of diverse ethnic groups. Each course outline includes the name of the course, a brief description, a list of course objectives, a section on course content, and the number of suggested lecture and laboratory hours. The Orientation to Dentistry course is an introduction to the profession of dentistry for the dental assistant. The Bio-Science section introduces the biological principles of dentistry, and Operative I provides instruction in the role of the chairside dental assistant. Dental Materials I deals with the basic chemical properties and manipulative techniques of dental materials, and the Pre-Clinical Studies section gives the student pre-clinical skills for entering the clinical practice. Included, are four terminology lists. pp. 70

Skills Training: Dental Assisting
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: WE

DOC. NO. 72.G1

Geriatric Aide Program; Basic Course for Assistants to Nurses
Fort Kent, ME: University of Maine, 1977

Two course descriptions, one for geriatric aides and one for nursing assistants are provided. These courses are intended for limited English speaking French American trainees. The geriatric aide program schedule includes: methods and materials; names of instructors; and time, date and location of courses. A practical experience record and a clinical progress report present steps in performing tasks, attitudinal factors and rating scales. Basic Course for nursing assistants provides instructional objectives, tasks and activities. Major tasks listed are: introduction to the patient; working environment; patient's unit; lifting, moving and transporting patients; personal care and nourishment; special treatment; observing and recording vital signs; patient admission, transfer, discharge, and observing and charting a patient's record. pp. 15

Skills Training: Geriatric Aide; Nursing Assisting
Target Group: French American
Language of Doc: English
Type of Doc: Instructional Materials
Format: Course description
CCC Location: NE

DOC. NO. 74.G1

Pre-Vocational Auto Mechanics; Study Guide
La Crosse, WI: Western Wisconsin Technical Institute, 1984

This study guide was developed for ESL students entering the automotive mechanics program at Western Wisconsin Technical Institute. It is meant to accompany Auto Service, by Hogan Usoro, Instructional Materials Laboratory, University of Missouri, Columbia. It includes a a list of auto supplies, a list of the most common American car models, and a list of foreign car models. The rest of the study guide is made up of quizzes, covering different units from the book. Interspersed among the quizzes are worksheets that appear to review various units from the textbook. The last section is an answer sheet for all the worksheets. An individual study check-off sheet completes the guide. It may be possible to use this study guide with other auto textbooks since the quizzes and worksheets ask very basic information. pp. 45+

Skills Training: Automotive Mechanics; Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Study Guide
CCC Location: EC

DOC. NO. 74.G2

ESL Pre-Vocational Study Guide for Textbooks
La Crosse, WI: Western Wisconsin Technical Institute, 1984

The Western Wisconsin Technical Institute has submitted this ESL Pre-Vocational Study Guide for Textbooks, to familiarize the students with the parts and functions of a textbook. This instructional material can be used by instructors in a pre-vocational ESL class with students of limited English ability of diverse ethnic backgrounds. The guide is composed of exercises that inform the student on the use of books in the classroom. These exercises contain questions and directions that teach the student how to read and study from a textbook. These exercises guide the student to find certain sections of the book, understand the numbering of illustrations, highlight vocabulary and material not understood, and answer the questions at the end of each chapter. There are blank lines provided at the end of each question for answers. pp. 9

Skills Training: Vocational English As A Second Language
Language of Doc: English
Type of Doc: Instructional Materials
Format: Study Guide
CCC Location: EC

DOC. NO. 74.G3

Pre-Vocational Machine Tool; Study Guide
La Crosse, WI: Western Wisconsin Technical Institute, 1984

This is a study guide developed for ESL students entering the machine tool program at Western Wisconsin Technical Institute. It is meant to accompany Machine Shop Fundamentals , Illinois State Board of Education, Curriculum Publications Clearinghouse, Western Illinois University. The guide is made up of quizzes that appear to correspond to units from the textbook. Among the quizzes there are worksheets that also seem to correspond to the various units of the text. Many illustrations of machine shop equipment are presented. Thirteen pages of answer keys for both the quizzes and the worksheets are included, and an individual study check-off sheet is attached. It may be possible to use this study guide in a machine tool training program without the above text since the information appears to be very basic. pp. 80

Skills Training: Machine Tool Operation/Machine Shop
Language of Doc: English
Type of Doc: Instructional Materials
Format: Study Guide
CCC Location: EC

DOC. NO. 74.G4

Pre-Vocational Welding; Study Guide
La Crosse, WI: Western Wisconsin Technical Institute, 1984

This study guide was developed for ESL students entering the welding technology program at Western Wisconsin Technical Institute. It is meant to accompany Welding by Hogan Usoro, Instructional Materials Laboratory, University of Missouri, Columbia. It includes basic illustrations of welding materials and equipment, pre-vocational welding quizzes and worksheets, and an individual study check-off list. There are "Practical Exercise Performance Checklists" which ask true or false questions on subjects such as safety in welding and arc welding, and job oportunities in the field of welding. Each list is to be signed by the instructor to determine student progress. Also included, are answer keys for the worksheets. It may be possible to use this study guide with other welding textbooks since the quizzes and worksheets ask very basic information. pp. 42

Skills Training: Welding Technology
Language of Doc: English
Type of Doc: Instructional Materials
Format: Study Guide
CCC Location: EC

DOC. NO. 74.G5

Pre-Vocational Printing; Study Guide
La Crosse, WI: Western Wisconsin Technical Institute, 1984

This is a study guide developed for ESL students entering the printing program at Western Wisconsin Technical Institute. It is meant to accompany The In-Plant Printer , by Frank A. Bailey, State of New Jersey Department of Education, Division of Vocational Education. The guide is made up of worksheets that appear to correspond to the units and lessons in the textbook. It includes many illustrations of printing machinery. Quizzes are interspersed with the worksheets and also seem to correspond to units in the text. Some of the units deal with cold composition, layout and design, in-plant printing, and stripping. Several pages of answer keys for both the quizzes and the worksheets are included, and an individual study check-off sheet is attacked. It may be possible to use this study guide without the above text since the information seems to be very basic. pp. 84

Skills Training: Printing Press Operations
Language of Doc: English
Type of Doc: Instructional Materials
Format: Study Guide
CCC Location: EC

D.

RESOURCES

CURRICULUM COORDINATION CENTERS AND STATE LIAISON REPRESENTATIVES

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INFORMATION ABOUT TEACHING ENGLISH AS A
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U. S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education
Clearinghouse on Adult Education
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Washington, D.C. 20202
Telephone: (202) 732-2396

ERIC Clearinghouse on Adult, Career, and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
Telephone: (800) 848-4815

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd St. NW
Washington, D.C. 20037
Telephone: (202) 429-9292

National Clearinghouse for Bilingual Education
Trevino, Inc.
4334 Farragut Street
Hyattsville, MD 20781
Telephone: (301) 927-7085

Refugee Materials Center
U.S. Department of Education, Region VII
Executive Hills North, 9th Floor
10220 N. Executive Hills Blvd.
Kansas City, MO 64153
Telephone: (816) 891-7972

American Vocational Association (AVA)
1415 King Street
Alexandria, VA 22314
Telephone: (703) 683-3111

American Association for Adult and Continuing Education (AAACE)
1201 16th Street, NW , Suite 301
Washington, D.C. 20036
Telephone: (202) 822-7866

National Association for Bilingual Education (NABE)
1201 16th Street, NW
Washington, D.C. 20036
Telephone: (202) 822-7870

Teachers of English to Speakers of Other Languages (TESOL)
1118 22nd Street NW
Washington, D.C. 20037
Telephone: (202) 625-4569

PUBLISHERS OF ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE MATERIALS

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A Division of Janus Book Publishers, Inc.
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Hayward, CA 94545

Cambridge, The Adult Education Company
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New York, NY 10106

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Columbia, MD 21046-1598

Collier Macmillan International
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New York, NY 10022

Delta Systems Co., Inc.
215 N. Arlington Heights Road
Arlington Heights, IL 60004

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10 East 53rd Street
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Hayward, CA 94545

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P.O. Box 1545
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19 West 44th Street
New York, NY 10036

Melton Peninsula, Inc.
1949 Stemmons Freeway, Suite 690
Dallas, TX 75207

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4255 W. Touhy
Lincolnwood, Il 60646

Oxford University Press
English Language Teaching Department
200 Madison Avenue
New York, NY 10016

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Englewood Cliffs, NJ 07632

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Two Park Avenue
New York, NY 10016

Scott, Foresman Lifelong Learning Division
1900 E. Lake Avenue
Glenview, IL 60025

Simon & Shuster General Reference Group
c/o Prentice-Hall
Attn: Gerry Layman
Englewood Cliffs, NJ 07632

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768

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	13.G11	13.G12	13.G13	13.G14	14.G1	14.G2
	14.G3	14.G4	14.G5	14.G6	17.G1	17.G2
	17.G3	18.G1	18.G2	18.G3	25.G1	25.G2
	25.G3	25.G4	26.G1	26.G2	27.G1	27.G2
	27.G3	27.G4	27.G5	27.G6	27.G7	27.G8
	27.G9	27.G10	29.G1	29.G2	30.G1	32.G1
	34.G1	34.G2	34.G3	34.G4	34.G5	34.G6
	34.G7	34.G8	34.G9	34.G10	34.G11	34.G12
	34.G13	34.G14	34.G15	34.G16	34.G17	34.G18
	34.G19	34.G20	34.G21	34.G22	34.G23	35.G1
	37.G1	39.G1	42.G1	42.G2	42.G3	42.G4
	43.G1	43.G2	43.G3	45.G1	45.G2	45.G3
	46.G1	46.G2	48.G1	48.G2	48.G3	49.G1
	49.G2	51.G1	51.G2	51.G3	51.G4	52.G1
	53.G1	53.G2	53.G3	55.G1	55.G2	55.G3
	55.G4	55.G5	58.G1	58.G2	58.G3	58.G4
	58.G5	58.G6	58.G7	58.G8	58.G9	58.G10
	58.G11	58.G12	60.G1	61.G1	61.G2	61.G3
	63.G1	63.G2	63.G3	65.G1	66.G1	66.G2
	66.G3	66.G4	66.G5	67.G1	67.G2	68.G1
	69.G1	69.G2	70.G1	70.G2	71.G1	71.G2
	71.G3	71.G4	71.G5	71.G6	71.G7	71.G8
	71.G9	71.G10	71.G11	71.G12	71.G13	71.G14
	72.G1	74.G1	74.G2	74.G3	74.G4	74.G5
Intake, Orient	04.B1	12.B1	12.B2	13.B1	15.B1	42.B1
	43.B1	44.B1	61.B1	66.B1		
Job Counseling	01.E1	05.E1	08.E1	13.E1	13.E2	14.E1
	17.E1	27.E1	27.E2	36.E1	67.E1	71.E1
Outreach	08.A1	12.A1	27.A1	42.A1	66.A1	
Staff Develop	06.J1	12.J1	13.J1	36.J1		
Support Service	52.H1	67.H1				

American Indian	07.G1	36.E1	37.G1			
Asian	05.E1	05.G1	05.G2	05.G3	13.B1	13.E1
	13.G5	13.G6	13.G7	13.G8	13.G9	13.G10
	13.G11	13.G12	14.E1	14.G1	14.G2	14.G3
	14.G4	14.G5	14.G6			
Chinese	12.A1	12.B1	12.B2	12.C1	12.C2	12.C3
	12.G1	12.G2	12.G3	12.G4	12.G5	12.G6
	12.J1	13.E2	13.G13	13.G14	13.J1	15.B1
	15.C1	25.G2	25.G3	25.G4	27.A1	27.D1
	27.G3	27.G6	27.G8	27.G9	27.I1	27.I2
	27.I3	42.A1	46.C1	46.G1	46.G2	71.G7
Eskimo	32.C1	32.G1				
French American	06.G1	06.G2	06.J1	72.G1		
Haitian	17.E1	17.G1	17.G2	17.G3		
Hispanic	01.E1	10.C1	10.G1	10.G2	10.G3	10.G4
	10.G5	10.G6	10.G7	10.G8	10.I1	27.A1
	27.D1	27.G6	27.G7	27.G8	27.G9	27.G10
	27.I1	27.I2	27.I3	27.I4	27.I5	29.G1
	29.G2	29.I1	30.G1	35.G1	39.G1	39.I1
	42.A1	42.B1	42.G1	43.B1	43.G1	43.G2
	43.G3	44.B1	46.C1	46.G1	46.G2	48.G1
	48.G2	48.G3	52.G1	52.H1	53.G1	53.G2
	53.G3	61.B1	61.G1	61.G2	61.G3	63.G1
	63.G2	63.G3	65.G1	66.A1	66.B1	66.G1
	66.G2	66.G3	66.G4	66.G5	67.D1	67.D2
	67.E1	67.G1	67.G2	67.H1	69.G1	69.G2
	70.G1	70.G2	71.E1	71.G1	71.G2	71.G3
	71.G9	71.G13				
Italian	08.A1					
Japanese	71.G1	71.G6				
Korean	71.G8					
Lao Hmong	34.G3	34.G4	34.G7	34.G10	34.G13	34.G16
	34.G17	34.G20	34.G21			
Laotian	34.G2	34.G5	34.G8	34.G11	34.G14	34.G16
	34.G18	34.G20	34.G22			
Mexican	09.G1	09.G2	09.G3	09.G4	09.G5	09.I1
	21.I1	45.G1	45.G2	45.G3	51.G1	51.G2
	51.G3	51.G4	68.G1			
Mexican America	45.G1	45.G2	45.G3	58.G1	58.G2	58.G3
	58.G4	58.G5	58.G6	58.G7	58.G8	58.G9
	58.G10	58.G11	58.G12	68.G1	69.I1	69.I2

Puerto Rican	08.A1	08.E1	08.G1	08.G2	08.G3	11.C1
	11.C2	11.C3	11.C4	11.G1	49.G1	49.G2
Russian	02.G1	71.G5				
Vietnamese	18.G1	18.G2	18.G3	25.G1	25.G2	25.G3
	25.G4	26.G1	34.G1	34.G6	34.G9	34.G12
	34.G15	34.G16	34.G19	34.G20	34.G23	35.G1
	42.A1	42.B1	42.G1	46.C1	46.G1	46.G2
	60.G1	71.E1	71.G2	71.G3	71.G4	